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ABSTRACT

In the second year of an indepth evaluation of the vocational training offered to inmates of the Texas Department of Corrections, personal interviews were held with random samples of three treatment groups from the inmates released during the calendar year 1973. One group were graduates of the Windham School District Vocational Training courses; others were graduates of other vocational training or a work furlough program; and the fourth group, with no vocational training, served as a control. Response from the former inmates was low, with only 63 interviews conducted. An additional 24 interviews were obtained with reincarcerated subjects. Based on results of the survey, the recommendations offered include: (1) Placing the released offender in a job related to his training, (2) continuing evaluation of the vocational training programs offered, and (3) instruction in areas related to employment, such as money management and interpersonal development. A bibliography, the survey instrument, and correspondence are included. Part 2 of the report describes the methodology of the followup program and presents a comparison of the results of the 1973 and 1974 surveys. (RG)

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COOPERATIVE FOLLOW-UP PROJECT

OF THE

WINDHAM SCHOOL DISTRICT

AND THE

TEXAS DEPARTMENT OF CORRECTIONS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 30, 1975

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RESEARCH STAFF

PROJECT DIRECTORS:	Charles M. Whitson Vocational Assistant Administrator Windham School District
	Ron J. Waldron, Ph. D. Chief, Research Branch Texas Department of Corrections
RESEARCH ASSOCIATES:	William E. Monroe Charles L. Smith Ronald W. Robinson
RESEARCH SUPPORT STAFF:	Ms. Kay Hayter Ms. Virginia Pedigo Ms. Prissy Miller

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PREFACE

This report contains the results of the second year of an in-depth evaluation of the vocational training offered to inmates of the Texas Department of Corrections. It was made possible by a grant from the Division of Occupational Education and Technology, Texas Education Agency.

It is always appropriate to recognize those who contribute to a combined effort of this type. The research staff takes this opportunity to express its appreciation to those persons from the Texas Department of Corrections who in so many ways assisted in this project: Dr. Ronald Waldron, Ms. Jan Adams, and Mr. Clinton Vick.

The secretarial support given to the study by Mrs. Kay Hayter and Mrs. Virginia Pedigo was outstanding; and deserves particular commendation. Research Associates William Monroe, Charles Smith, and Ronald Robinson devoted many long and hard hours, nights, and week-ends to bringing this study to a successful conclusion.

Finally, those former inmates who willingly became the subjects of this study receive our special gratitude. Without their participation and input this study would not have been possible.

Charles M. Whitson
Windham School District
Project Administrator

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CHAPTER I

INTRODUCTION

Within the domain of the criminal justice system it is widely acknowledged that much of what society defines as criminal behavior is related to socioeconomic deprivation. This study accepts the premise that this relationship is significant both prior to, and subsequent to, incarceration. While this view was never intended to imply that only the poor commit crime, or that attainment of a satisfactory financial level insures that one will not engage in criminal behavior, it is nonetheless evident that the vast majority of the American prison population comes from the economically disadvantaged strata. In Texas, statistics published on the state prison population demonstrate that the typical inmate is a member of these classes. Undereducated, unemployed or underemployed, with ethnic and/or cultural handicaps, these cases represent a special challenge to the criminal justice system in terms of resocialization and rehabilitation. Tables 1, 2, and 3 graphically represent the scope of that challenge in Texas.

TABLE 1

EDUCATIONAL ACHIEVEMENT OF MALE INMATES CONFINED TO TDC IN 1973

EA Score Ranges	Percent
Less than 1.0 to 5.0	43.08
5.0 to 6.0	18.02
6.0 to 7.0	12.82
7.0 to 8.0	10.95
8.0 to 9.0	5.05
9.0 to 10.0	3.91
Not tested	6.11

Source: 1973 Annual Statistical Report, Texas Department of Corrections, Research and Development Division, Huntsville, Texas page 92.

Note: E.A. score is a functional achievement, not the last grade attended.

TABLE 2

OCCUPATIONS OF MALE INMATES RECEIVED BY TDC IN 1972

Occupations	Percent
Professional/Managerial	2.13
Clerical/Sales	5.34
Domestic, Personal Building service workers	14.06
Agricultural workers	3.61
Skilled occupations	23.85
Semi-skilled occupations	18.01
Unskilled occupations	32.99

Source: 1972 Annual Statistical Report, Texas Department of Corrections, Research and Development Division, Huntsville, Texas page 16.

Note: 1972 was the most recent year these data were available.

TABLE 3

ETHNIC GROUP OF MALE INMATES
CONFINED TO TDC IN 1973

Ethnic Group	Number of Inmates	Percent
White	6421	38.51
Mexican-American	2637	16.12
Black	7133	43.61
Other	285	1.74
Totals	16,476	100.00

Source: 1973 Annual Statistical Report, Texas Department of Corrections, Research and Development Division, Huntsville, Texas page 89.

In 1958 Vold pointed out that the alleged relationship between crime and economic factors is among the oldest and most elaborately documented of the theories of crime causation.[1] Studies conducted since that time provide even stronger documentation of the posited linkage. Glaser and Rice produced evidence that criminal activity, especially property crimes, tend to vary with employment rates. They found that incidences of crimes against property were relatively low during periods of maximum employment, but increased significantly during periods of high employment.[2] Their findings were sustained by Sutherland and Cressey, who analyzed official national statistics and found the greatest degree of criminal behavior among the "working class."[3] Consistent with Glaser and Rice, they found that the percentage of working class persons defined as criminals varies with economic conditions; and that most of the offenses committed by these persons were crimes against property.

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[1]George B. Vold, Theoretical Criminology, (New York: Oxford University Press, 1958), pp. 177-181.

[2]Daniel Glaser and Kent Rice, "Crime, Age, and Unemployment," American Sociological Review, XXIV (October, 1959), pp. 679-686.

[3]E. H. Sutherland and D. R. Cressey, Principles of Criminology, (New York: Lippencott, 1966), pp. 235-238.

Glaser appears to be most impressed with the relationship between criminal behavior and legitimate employment. In his important work, The Effectiveness of a Prison and Parole System, he contends that, as compared with the middle class, contacts between members of the lower socioeconomic classes and criminal elements are more frequent; therefore, the probability is increased that they would turn to crime in periods of idleness.[4] While employment does not eliminate these contacts entirely, it does minimize them and reduces the need to earn a living through illegitimate means. In terms of crime causation, and subsequent to imprisonment as well, Glaser alludes to a kind of vicious cycle: The lower class person is unemployed, thus he turns to crime to support himself. He is apprehended, convicted, incarcerated, and later released. Now, with the additional handicap of being an ex-offender, he finds getting a job even more difficult. Therefore he returns to criminal activity, with the probabilty of re-arrest and reincarceration. Glaser's study of prison populations, in which employment status figures so prominently in both what led to their imprisonment and in recidivism, led him to formulate some propositions important to the development of this study:

---

[4]Daniel Glaser, The Effectiveness of a Prison and Parole System, (New York: Bobbs-Merrill, 1964), p.7.

I. Regular work during imprisonment, for even as little as one year, would be the longest and most continuous employment experience that most prisoners, and especially the younger prisoners, have ever had.

II. Regularity of prior employment is more closely related than type of work previously performed to the post-release success of prisoners in avoiding further felonies.

III. At present, the post-release employment of at least half the men released from prison does not involve a level of skill that requires an appreciable amount of prior training, but for the minority who gain skills in prison at which they can find a post-release vocation, prison work experience and training is a major rehabilitative influence.

IV. Not training in vocational skills, but, rather habituation of inmates to regularity in constructive and rewarding employment, and anti-criminal personal influences of work supervisors on inmates are, -- at present -- the major contributions of work in prison to inmate rehabilitation.[5]

These propositions, and related data contained in his study, led Glaser to this conclusion: while there is not evidence that unemployment alone causes recidivism, it is one more piece of correlational data which suggests that unemployment may be among the principal causal factors in recidivism of adult and male offenders.[6]

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[5] Ibid. pp. 232-259, also see his summary on p. 508.

[6] Ibid. p. 329

A number of studies conducted in several states and by the Federal government have reported findings which substantiate Glaser's contentions. In Wisconsin, a 1967 study of factors relating to success on parole found that employed parolees whose vocational skills had been improved while incarcerated had lower rates of parole violation than parolees who were not employed or who worked only part-time.[7] This study suggested that, to make an offender more employable is to increase his chances for success on parole.

In Washington, a 1971 study reviewed four groups of parolees to determine their rates of success 18 months after their parole. The researchers found that two groups who completed vocational rehabilitation courses had the highest success rates, 76% and 58% respectively; while the control group attained a 47% success rate, and a group that had started, but not completed vocational rehabilitation courses achieved a 32% success rate.[8] A study of parolee earnings in Virginia, conducted over a 12 year period, found that the rate of parole violation was inversely related to earnings, providing further evidence of the relationship of employment and parole success.[9]

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[7] D. Babst and J.E. Cowden, Program Research in Correctional Effectiveness, Report #1, (Madison, Wisc: Division of Research, Department of Public Welfare, 1967).

[8] Bert Garay et. al., Pilot Study of Four Selected Groups of Parolees, 1971, (Olympia: Washington State Board of Pardons and Paroles, 1971).

[9] Bureau of Public Administration, The Virginia Parole System -- An Appraisal of its First Twelve Years, (Charlottesville: University of Virginia, 1955), p. 105.

Finally, a major study of the employment problems of ex-offenders was conducted by Pownall and associates for the Federal government, and should be cited here. Their work found support for the following hypotheses:

> 1. Employment is an important factor in successful reintegration of the offender in society. "Employment," as the term is used in their study, does not mean just getting a job. It emphasizes the importance of the right job for the right person, and holding the job for a reasonable length of time.
>
> 2. It is more difficult for ex-offenders to get work than the average worker in our society. This is most especially true when the former inmate is non-white.
>
> 3. Probably the most important area where assistance is needed following release is in job placement. The fallacy of having inmates find and acquire their own jobs was documented. Poor inmates, with no family or outside connections often do not have a chance of getting a suitable job after release.[10]

Thus, the problems of offender employment prior to, during, and subsequent to incarceration are well known. It becomes the task of correctional officials to define the scope of the problem in their areas of concern; develop and implement vocational training programs that will meet the needs of their inmate population, and evaluate the effectiveness of those efforts.

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[10]George A. Pownall, Employment Problems of Released Prisoners, (Springfield, Va.: National Technical Information Service, 1969). See comments in "Foreward," by E. Preston Sharp, General Secretary, American Correctional Association.

In Texas, the Windham School District has been charged with administering both academic and vocational training programs for inmates since 1969. The size and scope of this multi-dimensional treatment program has expanded rapidly since that time. At present approximately half of the Texas Department of Corrections' 17,000 inmates attend Windham classes. Vocational training is offered in 31 skill areas. In conjunction with vocational training, the student attends classes in a Reality Adjustment Program (RAP). This is an 18 week occupational group counseling course emphasizing a realistic approach to social and work-related problems the ex-offender will face upon return to the free world.

One of the critical issues raised by the existence and operation of these programs relates to their effectiveness. Up until this time, sufficient and relevant post-release data to establish and maintain an accurate program accountability were needed to provide a basis for assessing the effectiveness of the vocationally-related, treatment-adjunct programs available to inmates in the Texas Department of Corrections. It is to this end that this study was addressed. In addition to the Windham School District's and the post-secondary vocational programs, the Work Furlough program was included for comparison. The specific information desired was how well these rehabilitation services are equipping the offender with skills needed to

perform adequately in the free society. The objectives of this study can best be described as a compilation of data which can be used in supporting answers to the following questions:

(1) What effect do vocational training programs have upon the post-release behavior of those who complete them?

(2) Is there a measurable difference in post-release success of trainees as compared to non-trainees?

(3) Do certain vocational courses produce a better success rate than others?

(4) What vocational courses should be emphasized in regard to funding, staff, equipment, facilities, and student participation?

(5) How do the individuals for whom these programs were designed view the relative impact on their post-release behavior?

(6) Do vocational graduates in fact seek training-related jobs upon release?

(7) When those applying for training-related jobs are refused employment, what reasons are given by the prospective employer?

(8) Does the training received in a vocational course prove adequate in practice for those individuals who are employed in training-related jobs.

(9) Is it easier for a vocational graduate or a work furlough participant to gain employment upon release? Do

either or both of these groups obtain employment more readily than the control group?

(10) Do vocational graduates maintain employment (at least six months) on their first post-release job more readily than the control group?

(11) Are there significant differences in recidivism among the treatment and control groups? (Recidivism is defined as a former TDC inmate who returns to TDC).

(12) Are there significant differences in Environmental Deprivation Scale scores among the treatment and Control groups?

Finally, this study is intended to expand upon a research design conducted by the Windham School District for the Texas Education Agency in 1973-74. This previous work was substantially different in that it used as subjects only Windham vocational graduates; and gathered data by different methods: personal interviews, long-form, and short-form questionnaires. By comparing the diverse vocational training programs within the Texas Department of Corrections to each other and to the control group it is posited that this study will produce pertinent information applicable to the particular situation in Texas.

Assumptions and Limitations

This study will make the following assumptions:

1. That the sample selected was representative of the inmate population released by the Texas Department

of Corrections in 1973.

2. That data obtained through the behavioral interview were not significantly biased by voluntary response, or the token payment.

3. That the Environmental Deprivation Scale incorporated into the behavioral interview guide is a valid and reliable instrument for predicting criminal behavior.

4. That the data collected regarding employment of subjects were factual. Efforts to validate their reports by contacting employers were outside the scope of the study.

5. That the channels of communication (postal service and telephone) were effectively operable as means of establishing contact with the target population. Thus, non-response to contacts and non-participation in interviews was attributable to reasons other than lack of communication.

The following limitations are recognized in this study:

1. The implementation of any follow-up study of ex-offenders is seriously affected by their (ex-offenders) negative association with the prison experience and their transient nature.

2. The study is limited in its generalizations, due to the small number of subjects interviewed in some of the training areas.

3. It is recognized that some of the data may tend to be biased. Perhaps those who had achieved some measure of success in their post-release experiences were more receptive to being interviewed; whereas those having little or no success may have been less likely to respond to follow-up inquiry.

CHAPTER II

RESEARCH PROCEDURES

The population as defined for purposes of this study consisted of 6,693 inmates released by the Texas Department of Corrections during calendar year 1973. Of this total, 3,315 were discharged and 3,378 were parolees.

From this population, three treatment groups were isolated. Treatment Group I was defined as the total number of inmates in the study population who were graduates of Windham School District vocational training courses. This group contained 411 inmates, 165 dischargees and 246 parolees. Treatment Group II was defined as the total number of inmates in the study population who were graduates of a Post-secondary vocational training course. This group contained 180 persons, 50 dischargees and 130 parolees. From the populations of treatment groups I and II, a sample of 75 persons for each was chosen.

Treatment Group III was defined as the total number of inmates in the study population who were participating in the Work Furlough program at the time of release. This group contained 152 persons, 77 dischargees and 75 parolees, from whom a sample of 25 was selected. The Control group was defined as the remainder of the study population, a total of 5,950 inmates who had not completed a vocational training course or been a participant in the Work Furlough program. In order to insure that the treatment and control groups

were approximately the same in every respect but vocational training, the treatment group members (N=175) were matched with 175 control group members on the variables of sex, race, age, Intelligence Quotient, and method of release. In addition, the Work Furlough/Control samples were matched on the offense variable, to insure that the control persons were qualified to enter the Work Furlough program. Inmates with a history of violent crimes or narcotics addiction are excluded from the Work Furlough program. From the 175 matched pairs, 32 of the 75 from the Windham/Control group, 32 of the 75 from the Post-secondary/Control group, and 11 of the 25 from the Work Furlough/Control group were selected. This was necessary to apportion the control group among the treatment groups.

Throughout all of the processes by which the sample groups were chosen, rigorous adherence to random selection criteria was maintained. Every member of each group had an equal chance of being selected. Each member of each group was assigned a number, and then numbers were extracted from a table of random numbers in Basic Statistical Methods (Downie and Heath, 1970). These methods provided the originally specified groups of 75 each for Windham, Post-secondary, and the Control group; and 25 for the Work Furlough sample. However, the initial review of Department of Correction's records revealed that recidivism and movement from the state of Texas had reduced the totals as follows: Windham, 75 to 61; Post-secondary, 75 to 60; Work Furlough,

25 to 20; and Control, 75 to 57. As this attrition was attributable to "real world" processes, the decision was made not to replace them. Details and consequences of these losses are discussed in Chapter IV, data analysis.

Following the selection of the sample groups it was necessary to design and construct a data collection instrument. The interview guide from the previous year's study was used as a starting point, but considerable revision and modification was necessary. Specific sets of questions were devised to cover the individual's group status, i.e. questions applicable to Windham and Post-secondary vocational trainees; and other questions which pertained only to Work Furlough participants and Control group members. The interview guide ultimately totaled 73 questions. To facilitate the processing of the information, spaces were provided adjacent to each question in which the responses were subsequently encoded. (A copy of the interview guide is attached to this report as Appendix A).

In addition to demographic data, the interview guides were designed to elicit certain data on selected variables. Specifically, it was desirable to obtain the individual's employment status and related socioeconomic data. Much of the information was converted into empirical input for computing scores on the Environmental Deprivation Scale (EDS). This instrument, developed by Pascal and Jenkins at the Experimental Manpower Laboratory for Corrections at Elmore, Alabama, is a 16-item checklist for measuring the degree of

support an individual is receiving from his environment. It is also a standardized predictor of criminal behavior. The environment is defined in terms of occupational, financial, organizational, and interpersonal relationships. The subject receives a zero (0) or one (1) score on each of the 16 items, depending on his responses to keyed questions. A zero score indicates environmental support (positive reinforcement), and a score of one equates to "environmental deprivation," or lack of these needed reinforcers. Thus, the total scores may range from zero to sixteen, and its predictive proposition states that the higher a subject scores, the more likely he is to engage in criminal behavior. A corrollary proposition would predict that the higher an ex-offender's score, the more likely he would become a recidivist. Standards on the EDS indicate satisfactory adjustment for scores of 5-6 and below, marginal or borderline adjustment for 6-10, and maladjustment for 11 and above. The score should reflect the degree of supportive influences the subject is receiving from his environment. These data provided information which answered the crucial questions posed regarding employment and recidivism.

Concurrent with the interview guide, a monetary incentive plan and related accounting procedures was developed. Each subject who completed the interview process was given a token payment of ten dollars. It was anticipated that this monetary incentive would be especially important in the case of the control group. Whereas the treatment groups had

all experienced some type of vocational participation and were expected to exhibit some degree of intrinsic motivation, the control group did not participate in a vocationally-related program. Thus the payment was intended to create an extrinsic motivation to cooperate with the follow-up interviewers. The efficacy of this device will be evaluated later in the study.

CHAPTER III

DATA COLLECTION

One of the major problems confronting a follow-up study is the location of its subjects. With the identities of the subjects known, their whereabouts became the immediate objective. The most reliable source of information proved to be the forwarding addresses left with the Inmate Trust Fund. The Trust Fund forwards the proceeds of an inmate's financial account to him after release. Experience proved a majority of these addresses were valid. In some cases, relatives forwarded his mail to him.

An examination of each subject's correspondence list, obtained from inmate records, provided secondary, tertiary, and relative's addresses. Department of Public Safety records for addresses given in application for motor vehicle licenses were also accessed. Several subjects were located through their parole officer. Ultimately 59% of the subjects were located.

The first communication to them was a letter (see Appendices B, C, D) in which the purpose of the study was explained and their cooperation was requested. Separate letters were prepared for the Windham/Post-secondary samples, Work Furlough group, and Control group. Enclosed in each letter was a Contact Response Information Sheet (CRIS form, see Appendix E) which the subject was asked to complete and return in a postage-paid envelope. It should be emphasized that in contacts

with the group members every possible effort was made to overcome their negative association with the prison experience. In the first letters a Vocational Follow-up letterhead identifying the study with the Windham School District was devised, and in all cases care was taken to insure that the outer envelopes had only the Windham return address. Second and third mail-outs of the initial contact letters were on Department of Corrections letterhead stationery, again no prison markings were placed on the outer envelope.

After allowing approximately three weeks for response, "kick" letters (see Appendix F) were sent to all subjects who had not replied or whose initial letter had not been returned for address correction. This produced a few more responses. Between October and March letters were repeatedly mailed to non-respondents. Every address through which the subject might have been contacted was exhausted.

In addition the telephone was exploited as a medium of reaching the group members. The information exchanges were called for assistance, and in a few cases valid numbers were obtained. The numbers were called, and this sometimes produced leads as to where a subject was located. In several of these instances it was determined that the subject was incarcerated locally.

As scheduled, the interviewing of subjects was begun in November. Because most of the respondents were in the major metropolitan areas, initial efforts were concentrated on these. The plan of action was to send letters (see Appendix G) to

all of the respondents in that city, advising them that interviews would be conducted there on certain days and times (usually Friday, Saturday, and Sunday.) The address and telephone number of the "interview station" (a local motel) was also given. The subject was asked to call, and an interview appointment was scheduled. This procedure was followed in visits to Houston, Dallas, Fort Worth, and San Antonio. However, this method of operation was soon found to be less than successful, as in most cases the subjects simply would not make the necessary contact. Subsequently this procedure was reversed, and they were called. This produced better results, as usually they would agree to a time and place for an interview. In this regard, it should be noted that it seemed the ten-dollar token payment was ineffective in motivating the subjects to be interviewed. In only a very few instances did the subjects seem impressed by the prospect of this payment. To the contrary, in some cases the relatively large amount of money for such a short period of "work" may have created suspicion in the subject's mind that some ulterior motive existed rather than a simple vocational evaluation.

Following visits to the major cities, the isolated subjects within a day's drive were sought. However, due to its proximity, a maximum effort to get interviews in the Houston area continued. Also, interviews at varied days and times, week-days and week-ends, during the working day and evenings, were attempted. These efforts netted a relatively small number of interviews. The telephone became an even more impor-

tant tool. The practice of confirming interviews prior to departing for a city was adopted, and this saved time and money in what would otherwise have been a wasted trip. Finally, letters were mailed to the subjects, giving them the Vocational Follow-up office telephone number (see Appendix H). They were asked to call collect to schedule an interview at their convenience. Very few of the subjects, however, accepted this offer.

Among the most salient facets of this study was the behavior of those who responded to the initial contacts, but would not follow through with an interview appointment. The total respondents numbered 101 (out of a possible 197) but only 63 subjects were actually interviewed in the communities. Thus 38 persons were originally receptive to the contact, but chose to resist the actual interview. In view of the efforts previously described, every possible effort short of coercion was expended to conduct the interviews, and it can only be speculated as to why this negative result followed the initial positive contact in so many cases.

In addition to the interviews conducted in the free world, all of the members of the sample groups who had recidivated and were in the institution during this time period were interviewed. This amounted to interviewing 24 subjects; 5 in the Windham group, 8 in the Post-secondary group, 1 in the Work Furlough group, and 10 in the Control group. The data gained from these subjects give an added dimension to the study as they are compared to the non-recidivists on pertinent variables - especially those related to employment. Results

of these comparisons are discussed in Chapter IV, data analysis.

The interviewing phase of the study was terminated on April 15. A preliminary analysis of the data was conducted, and tenative observations recorded. The data were encoded for computer programming and submitted to the Department of Corrections data processing section for analysis. The results of these analyses follow.

CHAPTER IV

DATA ANALYSIS

Data were analyzed to determine the relative effect of variables pertinent to depicting an overall assessment of the treatment groups in comparison to the control group. The more relevant evaluation included an analysis of variables related to training effect on community ("free world") employment and the non-return to criminal activity resulting in reincarceration (recidivism) of the released inmates.

The Interview Guide used in the study for data gathering was designed to result in a description of each subject's environmental situation following release up to the time of the interview. The data analysis for the purpose of this writing was set forth in a manner that describes the total picture of each group viewed across variables pertinent to determining treatment group differences in comparison with a control (non-treatment) group.

Attrition Results

Shortly after the samples had been randomly selected, the investigation of records and address data revealed the "reality factors" attributed to the study of formerly incarcerated inmates. These individuals have been known to exhibit transient characteristics once released. Additionally, they generally avoid contact with the penal institution or its representatives. This study in this regard was little different than previous studies in respect to attrition factors.

A description of these phenomena is in order prior to survey of data collected by way of interviews.

Table 4 depicts the initial attrition with regard to subjects in the samples who were either out-of-state or absconders of their parole status at the time samples were taken. Initial recidivism was also determined at this time and will be examined in a later section of this chapter. However, as a matter of clarification, recidivists by number in each group were Windham 7, Post-secondary 6, Work Furlough 2, and Control 11. The remaining subjects in each group thus became the potential interview target number. This resulted in Windham yielding 60 subjects, Post-secondary 61 subjects, Work Furlough 20 subjects, and the Control group with 57 subjects in the community potentially contactable.

As the study progressed and at the end of the data collection phase, attrition factors in each category were revised to produce the results depicted in Table 5. A coupling of the attrition factors previously mentioned with additional ones better describe what transpired over the study's duration. The most significant revelation of data in Table 5 centers around the phenomenon of "avoidance behavior" by potentially contactable subjects. In each group, subjects desiring to not have interview contact with the research staff either ignored repeated attempts to gain their cooperation or responded assenting a desire to cooperate yet failed to do so.

TABLE 4

Initial Attrition in each Sample Group

Attrition Factors	Windham		Post-secondary		Work Furlough		Control	
	Number	Percent*	Number	Percent*	Number	Percent*	Number	Percent*
Total	8	10.6	8	10.6	3	12.0	7	9.3
Out of State	3	4.0	7	9.3	3	12.0	7	9.3
Absconders	5	6.6	1	1.3	0	0.0	0	0.0

*Percentage figures shown in this table represent the percentage loss of subjects in each group after random sampling.

TABLE 5

Final Attrition Factors in each Group

Attrition Factors	Windham		Post-secondary		Work Furlough		Control	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	43	57.2	43	57.2	19	76.0	42	55.9
Out of State	3	4.0	7	9.3	3	12.0	7	9.3
Absconders	5	6.6	2	2.7	0	0.0	0	0.0
Unable to Contact	9	12.0	10	13.3	6	24.0	6	8.0
Good Addresses/ Non-Response	16	21.3	11	14.6	8	32.0	15	20.0
Responding/Refusing Interview	10	13.3	12	16.0	2	8.0	12	16.0
Deceased	0	0.0	1	1.3	0	0.0	2	2.6

The use of a $10 monetary incentive did not prove to be effective in enhancing participation by those sampled members believed receiving letters sent them. The degree to which this promise of payment acted as an incentive to motivate sample members to cooperate can be described as minimal, as reasons beyond token payment appeared to override its influence.

The members comprising the Work Furlough group were by far the most disappointing in both contactability and response participation. The total number of interviews conducted in the community with members of this group was three. Six of the 25 sampled were unable to contact, as members of this group were more often either discharged at release or had short-term parole requirements to fulfill following release. These phenomena contributed to the invalidation of numerous addresses found on these subjects. For these reasons this group was dropped when much of the comparison analyses were performed.

As noted earlier, these attrition factors depict the reality characteristics of individuals having multiple reasons for not becoming participants in a survey with the magnitude of this study. However, as evidenced in the listed attrition factors, the trends across the groups (except Work Furlough) run similar, thereby resulting in similar numbers in each group potentially contactable.

Results and Findings Regarding Subjects Interviewed in the Community

The total number of subjects in the community cooperating with the follow-up efforts to the extent of allowing an interview numbered sixty-three. However, an additional 24 interviews were conducted with reincarcerated subjects for comparison purposes. Sixty of the interviewed community subjects are described in Table 6 relative to demographic variables and group composition. The three Work Furlough members were eliminated from this comparison.

Sex. As shown in Table 6 with respect to the sex variable, females in the two groups in which they were members came in to be interviewed more readily than their male counterparts. In the original sample the Windham group contained 4 female subjects which comprised 5.3 percent of that sample. This percentage was similar to the 6.2 percent represented in the total number (411) of participants of graduate status released in 1973. Due to the fact that the Post-secondary vocational programs are not extended to female incarcerates, the control group contained females matched with the Windham group's composition. As revealed in Table 6, of the four matched females, three came in for interviews therefore at a rate significantly higher than the males in each group. With regard to the remaining female in each group, one had recidivated (Control) and the other had absconded parole status.

Race/Ethnicity. The race/ethnic composition of the community interviewed subjects was similar in percentages to that of the original sample, except in the case of Chicanos in the Windham group coming in for interviews. In the original sample this group represented 14.6 percent of its composition. The community interviews resulted in a representation of only 4.2 percent for this group. Blacks in the original sample comprised 36.1 percent and 38.7 percent of the Windham and Post-secondary samples respectively. Whites comprised 49.3 percent of Windham's original sample and 58.6 percent of the original Post-secondary sample. With respect to the Control group, Blacks exhibited a higher degree of cooperation as participants in the survey.

Age. The age distributions revealed an identical median (25.5) for Windham and Post-secondary subjects, while the Control group containing this variable matched across all groups revealed a five year difference (30.5) in median age composition.

Intelligence Quotient. The Intelligence Quotient data indicated a higher IQ mean score among subjects in the Post-secondary group. This difference was evidenced in the original sample also, as Windham's IQ mean was found to be 93.6 (with missing data on 11 participants) and Post-secondary IQ mean was found to be 100.7 (with 7 subjects having zero data). In this sample, IQ scores were missing on 4 Windham subjects and 1 Post-secondary subject. These missing IQ scores were usually attributed to inmates having come into the system

prior to the time IQ testing became commonplace, since IQ tests are now almost invariably administered to determine the Intelligence Quotient of TDC's inmates.

Marital Status. In regards to marital status, the groups were not too dissimilar when compared on the basis of married/unmarried (combined single and divorce status). The Post-secondary group percentagewise was more likely to contain members (50.0 percent) who had never been married, therefore explaining its lower divorce figure.

Method of Release. Examination of the method of release by which these subjects exited TDC reveals that parolees were more likely to have come from the Post-secondary group than the Windham group. This is perhaps explained due to the likelihood of the parole board viewing Post-secondary vocational graduates as better parole risks, thereby increasing their percentages leaving TDC via this method. The data depicted here are nearly synonymous to the composition of this variable in the populations of each group. The figures for parolees and dischargees in the Windham population (411) were 59.8 percent and 40.2 percent respectively. Comparatively, Post-secondary's population (180) parole percentage composition was 72.2 percent and its discharge percentage was 27.8 percent. An overall examination of Table 6 revealed a similarity in composition of key variables across each group, although attrition diminished their numbers.

TABLE 6

Description of Follow-up Groups by Demographic Variables

Demographic Variables	Windham Vocational		Post-Secondary Voc.		Control Group	
	Number	Percent	Number	Percent	Number	Percent
Total	24	100.0	22	100.0	14	100.0
Sex						
Male	21	87.5	22	100.0	11	78.5
Female	3	12.5	0	0.0	3	21.5
Race/Ethnicity						
Black	9	37.5	9	40.9	8	57.1
Chicano	1	4.2	1	4.5	1	7.2
White	14	58.3	12	54.6	5	35.7
Age						
21-25	12	50.0	11	50.0	4	28.5
26-30	7	29.2	7	31.8	3	21.4
31-35	0	0.0	2	9.2	4	28.5
36-40	1	4.2	1	4.5	1	7.2
41-45	2	8.3	0	0.0	0	0.0
46-50	2	8.3	1	4.5	1	7.2
51-above	0	0.0	0	0.0	1	7.2
Median	25.5		25.5		30.5	
Intelligence	Low	High	Low	High	Low	High
Quotient	68	116	64	123	49	123
Mean	93.7		101.4		96.5	
s.d.	11.9		14.5		17.6	
Marital Status						
Single	9	37.5	11	50.0	3	21.4
Married	11	45.9	9	40.9	7	50.0
Divorced	4	16.6	2	9.1	4	28.6
Method of Release						
Parole	14	58.3	16	72.7	10	71.4
Discharge	10	41.7	6	27.3	4	28.6

Descriptive Analysis of Findings

The questions posed in Chapter I have been grouped in a manner that will depict the findings regarding interviewed subjects while simultaneously generating explanation of data as answers to these questions. Caution is however expressed in view of data regarding questions requiring large subject representation for the purpose of generalization, although certain variable compositions as illustrated in Table 6 did not change drastically even in the sample size obtained. Unequivocally, when consideration is given to the characteristics of the population surveyed, information of this scope remains invaluable.

Recidivism

A major objective of this study was to determine the rate of recidivism among the sampled groups. The results of this variable as defined allow conclusive and unquestionable data to be analyzed with respect to the sampled groups. Measurement of the rate of return to TDC of treatment and control group members was aided by the computerized assistance of TDC's Inmate Tracking System. Additionally, absconders were determined by use of Windham's Master Vocational Student Listing and the Law Enforcement Bulletin of the Texas Department of Public Safety.

The data contained in this section are pertinent when addressing questions 1, 2, and 11 as listed in Chapter I. Collectively, these questions sought to determine whether vocationally trained released offenders were more successful

in remaining in the community after release when compared with a control group having exited without training.

Table 7 depicts the recidivism rate across groups at the time samples were identified. At the end of the Data Collection Phase of the study, the recidivism rate across groups resulted in the percentages shown in Table 8. This table reveals that the treatment groups' recidivism rates appeared quite similar (Windham 13.3 percent, Post-secondary 12.0 percent, and Work Furlough 12.0 percent) while the rate of recidivism (24.0 percent) for the Control group was markedly higher than all treatment groups. Thus, among these sampled groups the rate of recidivism for former inmates having had exposure to some form of treatment-adjunct measures was substantially lower than the rate of return of those not exposed to vocational training or work furlough.

TABLE 7

Initial Rate of Recidivism
at Time of Sampling

Group	Recidivism	
	Number	Percent*
Windham	7	9.3
Post-secondary	6	8.0
Work Furlough	2	8.0
Control	11	14.6

TABLE 8

Recidivism Among Groups at
End of Data Collection Period

Group	Recidivism	
	Number	Percent*
Windham	10	13.3
Post-secondary	9	12.0
Work Furlough	3	12.0
Control	18	24.0

*These figures were calculated from the total number comprising each sample group of 75 subjects, except Work Furlough having 25 subjects in the original sample.

Employment Status of Community Subjects

This study had as its second major objective the task of discovering the impact of vocational training and work furlough exposure on the inmates' subsequent post-release employment experiences. Questions 1, 3, and 6-10 are addressed in this section. The overall objective as summarized by these questions was to determine the employment picture of released offenders vocationally trained using non-trained (Control) individuals for the purpose of comparison.

The overall job picture of the total number of subjects interviewed revealed what studies of released offenders continue to find. The fact that released prisoners have a high rate of unemployment becomes salient when viewing the employment summary of the combined groups. The unemployment

figure was as high as 30 percent. The following data describe the various phenomena occurring throughout the job seeking experiences of these released offenders.

Time Elapsed Between Release and First Job. As exhibited in Table 9 the average length of time it took members of each group to enter the labor force ranged from a low of 1.3 weeks for the Post-secondary group to a high of 4.2 weeks for the Control group. Many of these subjects reported having had a job waiting at release, (but this was often a "paper" job to fulfill parole requirements, and their not showing for the job) or they reported taking time to "readjust" before seeking a job or reporting to a job.

TABLE 9

Average Weeks Elapsed between Release and First Job

Group	Time Elapsed in Weeks
Windham	1.5
Post-secondary	1.3
Control	4.2

The response percentages yielded when subjects were questioned as to whether they had jobs awaiting their release are shown in Table 10.

TABLE 10

Percentage of Subjects Reportedly having Jobs Waiting at Release

Response	Windham		Post-secondary		Control	
	Number	Percent	Number	Percent	Number	Percent
Yes	14	58.3	11	50.0	7	50.0
No	10	41.7	11	50.0	7	50.0

Assistance in Obtaining First Post-release Job. As noted in many surveys of released offenders and their employment situations, jobs obtained are more often than not obtained by the aid of family members, former employers, friends, or through the releasee's personal efforts. State employment agencies tended to have very little impact as the initial job source for released offenders. This resulted in a majority of the vocationally trained subjects suggesting that job placement assistance be provided as a part of the vocational programs. Table 11 shows that the major source of employment for the released offenders surveyed was the family, or once released, the former inmate himself.

TABLE 11

Assistance in Obtaining First Post-release Job

Source	Windham		Post-secondary		Control	
	Number	Percent	Number	Percent	Number	Percent
Texas Employment Comm.	2	8.1	3	13.6	0	0.0
Family	5	20.9	10	45.5	3	21.4
Windham	1	4.2	0	0.0	0	0.0
Friend	1	4.2	1	4.5	3	21.4
Self	9	37.5	7	31.9	3	21.4
Former Employer	1	4.2	0	0.0	3	21.4
TDC Community Services	1	4.2	0	0.0	0	0.0
Other	3	12.5	1	4.5	0	0.0
Never Worked	1	4.2	0	0.0	2	14.4

Weeks Employed on First Post-release Job. The subjects comprising the Control group revealed having worked for a shorter period of time on their first post-release job. The mean number of weeks employed on the first job after release for members of each group is shown in Table 12. The Windham and Post-secondary groups' means depict employment near or above the six month period, a time span viewed critical in relation to possible recidivism. The first six month period is seen as the time most recidivism is likely to occur as readjustment problems (to include unemployment and job dissatisfaction) produce frustration.

TABLE 12

Weeks Employed on First Post-release Job

Group	Mean Number of Weeks
Windham	23.95
Post-secondary	26.95
Control	14.82

Subjects were asked to reveal (Table 13) the method by which their first post-release jobs were terminated. A greater percentage (21.5) of Control members reported being fired from their first job than did other group members. Additionally 14.3 percent of this group had never worked. It is not unlikely that some of those in each group reportedly having been laid-off or quit may have indeed been fired.

TABLE 13

Method First Post-release Job Terminated

Method	Windham		Post-secondary		Control	
	Number	Percent	Number	Percent	Number	Percent
Fired	2	8.3	2	9.1	3	21.5
Quit	14	58.3	15	68.2	7	50.0
Laid Off	3	12.5	2	9.1	1	7.1
Still on Job	4	16.7	3	13.6	1	7.1
Never Worked	1	4.2	0	0.0	2	14.3

The most frequent reason given by interviewed subjects (Table 14) as to why they left their first post-release job was that of their having had a better job arranged. The phenomenon of moving rather quickly from the first post-release job to another is perhaps partly explained as released offenders accept jobs initially with which they are not totally satisfied in an effort to maintain parole status. Additionally, this move was more often coupled with higher wages. Table 14 shows that the reasons given by the Control group for ending their first post-release job were varied and did not cluster to form reasons considered positive in respect to upward mobility as did the t eatment groups.

TABLE 14

Reason First Post-release Job Terminated

Reason	Windham		Post-secondary		Control	
	Number	Percent	Number	Percent	Number	Percent
Still on first job	4	16.7	3	13.6	1	7.1
Low Pay	5	21.0	2	9.1	1	7.1
Better Job Arranged	8	33.3	10	45.5	2	14.3
Job too hard	0	0.0	4	18.2	2	14.3
Offended	2	8.3	0	0.0	1	7.1
Services No Longer Needed	3	12.5	3	13.6	1	7.1
Alleged Carelessness	0	0.0	0	0.0	1	7.1
Absenteeism	1	4.1	0	0.0	2	14.3
Alleged Incompetence	0	0.0	0	0.0	1	7.1
Never Worked	1	4.1	0	0.0	2	14.3

Employment Status at the Time of Interview

As reported earlier, the unemployment rate for the combined groups averaged 30 percent which was three times above the reported national average (9 percent) at the time of this writing. These findings make obvious the fact that difficulties in finding and maintaining a job for an extended period of time are commonplace for the released offender. He is faced with obstacles from the standpoint of his former inmate status as well as his lack of extended work experiences in the past.

As revealed in Table 15 unemployment was high across the groups, with the Control group having nearly 43 percent of those interviewed in the unemployed category. Work Furlough subjects (3) interviewed are not shown in this table, yet of those interviewed, one was employed.

TABLE 15

Employment Status of Interviewed Subjects

Groups*	Employed		Unemployed	
	Number	Percent	Number	Percent
Windham	18	75.0	6	25.0
Post-secondary	17	77.2	5	22.8
Control	8	57.1	6	42.9

*Of the Work Furlough members interviewed (3) one was employed.

Race/Ethnicity and Employment. With respect to race/ethnic compositions, of the total subjects interviewed, Chicanos and Blacks tended to have the greatest difficulty in obtaining employment and remaining employed. These data are shown in Table 16. Over 80 percent of the White subjects interviewed were employed while only 65.4 percent of Blacks interviewed were employed. The three Chicanos interviewed (each group contained one) were unemployed regardless of group composition. The added difficulties for the Black and Chicano released offenders are perhaps partly explained in their encounters with discrimination in the general society not associated with the stigma of incarceration.

TABLE 16

Combined Groups Employment Description
by Race/Ethnicity

Employment Status	Black		Chicano		White	
	Number	Percent	Number	Percent	Number	Percent
Employed	17	65.4	0	0.0	25	80.6
Unemployed	9	34.6	3	100.0	6	19.4

Employment Status of Treatment Groups Relative to Training

Employment in jobs related to vocational training was relatively unimpressive. The findings in this section suggest a need for added emphasis on job development and placement of vocationally trained releasees. The results (Table 17) show that of those subjects employed who were members of vocational programs, less than half were employed in their trade or related area. A majority of subjects in both groups (Table 18) expressed a desire to be working in their institution-trained areas, though Post-secondary members were more prone to desire another skill area. The Windham group expressed a desire to be employed in their skilled area significantly higher than did the Post-secondary group. However, a large percentage in both groups reportedly sought jobs in their skill area shortly after release, (Windham 83.8 percent, Post-secondary 84.3 percent) though success was minimal.

TABLE 17

Employment in Trade Area

Employment Status	Windham		Post-secondary	
	Number	Percent	Number	Percent
In Trade Related Area	3	17.7	8	47.0
In Different Area	14	82.3	9	53.0

TABLE 18

Work Area Interviewees Currently Desire

Area	Windham		Post-secondary	
	Number	Percent	Number	Percent
Institutional Trained Area	20	83.4	12	54.5
Another Skilled or Different Area	2	8.3	8	36.3
A Non-skilled Area	2	8.3	2	9.2

Subjects unemployed or not working in their trained areas were asked the reason given by the prospective employers for not hiring them. As shown in Table 19 refusal because of "prison record" and "not enough experience" were the reasons reportedly most frequently given for not hiring a trainee in his skilled area.

With regards to frequency of employment in training areas, of those interviewed in both groups, welders and mechanics were more likely to be found in their trade areas, while radio and television repairmen, floriculturists and upholsterers were least likely to be working in their trade areas. These jobs appear hard to obtain due to the small number of workers employed in most establishments. Also, since many establishments of this type are family-operated small business endeavors, ex-offenders have a more difficult time in gaining entry into the field. Finally, many former

inmates lack the necessary credit ratings that might otherwise permit them to raise the capital to go into business for themselves. Job development and placement appear particularly needed if employment in these trades is to be maximized.

TABLE 19

Reason Given by Prospective Employer for not Hiring Trained Releasee

Reason	Windham		Post-secondary	
	Number*	Percent	Number*	Percent
No Openings	3	14.2	2	15.4
Not Adequately Trained	3	14.2	0	0.0
Refusal/Prison Record	4	19.4	4	30.8
Not Enough Experience	6	28.5	3	23.0
Applied, No Response	2	9.5	2	15.4
Did not Seek Training Job	3	14.2	2	15.4

*This number includes those unemployed or currently working in a non-training area.

Income

The first post-release jobs held by members of the three groups paid on an average much less than the gross amount received by those currently employed. The trends evident throughout the findings are again depicted (Table 20) relative to the treatment groups' success in the community. Though starting wages across the groups were not too dissimilar, those currently employed in both treatment groups grossed

weekly incomes significantly higher than the Control group. Also evidenced here is the phenomenon earlier described in which releasees obtain certain jobs with the intention of upward mobility via job change or promotion. Perhaps simultaneously the unemployment variable becomes evident in that dissatisfaction with the first job may prompt either lay-offs, firings, or departure on the part of the releasee. Many of those interviewed who were now unemployed had worked on numerous jobs since their release.

TABLE 20

Mean Weekly Starting Salary and Current Salary of Interviewees

Group	Mean Dollars Grossed Weekly			
	First Job*	Number	Current Job	Number
Windham	103.95	23	169.47	18
Post-secondary	111.95	22	188.23	17
Control	102.41	12	126.00	8

* Includes those subjects currently unemployed yet having worked since release.

Environmental Deprivation

The Environmental Deprivation Scale (EDS) was incorporated in the interview guide to obtain data on the degree to which an individual was receiving support from his environment. The environment is defined in terms of occupational, financial, organizational, and interpersonal relationships. This

instrument is also a standardized predictor of criminal behavior and possible recidivism. Standards on the EDS indicate satisfactory adjustment for scores 5-6 and below, marginal or borderline adjustment for scores 6-10, and maladjustment for 11 and above. The scores of the interviewed subjects when categorized across groups reveal the results shown in Table 21. Examination of these results shows that similarity exists across groups in the Low and Mid EDS categories, though the Post-secondary group contained a greater percentage (45.5 percent) in the Low one-third score range. The Control group was more likely to contain higher percentage distributions in the High one-third category. Members in this category have a greater likelihood of recidivating.

TABLE 21

EDS Distribution and Scores by Group

EDS Measures	Windham		Post-secondary		Control	
	N=24		N=22		N=14	
	Number	Percent	Number	Percent	Number	Percent
High one-third (11-above)	3	12.5	2	9.0	3	21.5
Mid one-third (6-10)	12	50.0	10	45.5	6	42.8
Low one-third (1-5)	9	37.5	10	45.5	5	35.7
Mean	6.70		5.86		7.57	
Range	1-13		2-13		2-13	

Program Evaluation

Members of the Post-secondary and Windham groups were asked various questions in an effort to assess their evaluations of the respective programs. A majority of subjects in both groups responded that their reason for entering the vocational programs centered around a desire to better themselves by learning a trade. Additionally, a majority of subjects (79.2 percent Windham, 77.3 percent Post-secondary) reported having been able to enter the trade of their first choice.

The subjects were also asked to rate their former instructors as to the job performed in that capacity. Table 22 reveals that 91.7 percent of those interviewed in the Windham sample rated their former instructors from fair to excellent. Likewise, 94.5 percent of the Post-secondary subjects ranked their former instructors in this range. A majority of subjects in both groups expressed a belief that their former instructor had done a good job of teaching in the respective trade areas.

TABLE 22

Former Vocational Students' Rating of Instructors

Response	Windham		Post-secondary	
	Number	Percent	Number	Percent
Excellent	15	62.5	18	81.8
Good	6	25.0	3	13.6
Fair	1	4.2	0	0.0
Poor	2	8.3	1	4.6

All groups were asked the question of whether they believed vocational training provided a released offender with advantages over offenders released without such training. As shown in Table 23, their responses revealed that a majority in all groups expressed a belief that advantages were provided upon release by having participated in vocational programs while incarcerated.

TABLE 23

Responses Across Groups as to Advantages Provided by Vocational Training

Response	Windham		Post-secondary		Control	
	Number	Percent	Number	Percent	Number	Percent
More Advantages	17	70.8	17	77.2	10	71.5
Some Advantages	5	20.8	3	13.6	4	28.5
No Advantages	2	8.4	2	9.2	0	0.0
Less Advantages	0	0.0	0	0.0	0	0.0

Suggestions for Program Improvement

The suggestions rendered by former vocational students centered mainly around the desire that job development and placement assistance be provided trained students upon release. This was by far the most frequently given suggestion. Students also suggested that once an individual is trained, and there remains time left to serve on his sentence, an effort be made by the system (TDC) to utilize him in reference to his trade area. Numerous students rendered the

suggestion that improved selection procedures be implemented to "weed out" students not interested in the subject matter or trade area, as these students tend to disrupt the learning processes in the classrooms.

Few students in either vocational group made reference to tools and equipment being out-of-date or too few in number.

In an effort to examine further the released offenders' employment seeking experiences, subjects were asked (based on employment experiences since release) to suggest trade areas they believed offered good employment possibilities for trained former inmates. The most frequently suggested skills were truck driving, diesel mechanics, heavy equipment repair, and data processing equipment operation and repair. Interviewees recommended these skill areas as possible additions to those currently offered in TDC's overall treatment-adjunct programs.

Descriptive Analysis of Recidivists

Of the 250 subjects sampled, 40 had returned to TDC by the end of the Data Collection Phase of the study. They numbered by group composition; Windham 10, Post-secondary 9, Work Furlough 3, and Control 18. Twenty-four of these subjects were incarcerated at the time designated to interview recidivists. The 24 recidivists were interviewed using the same interview guide employed to elicit data from community subjects.

For the purpose of analysis the recidivists were combined across groups to gain an overall description of their post-release experiences. Table 24 depicts demographic variables describing (except marital status) characteristics of the 40 sample members who had become recidivists. Comparison of data in Table 24 with that contained in Table 16 reveals that recidivists had a slightly higher median age (26.2) than did Windham and Post-secondary subjects, although lower than the median age (30.5) of the Control members interviewed.

The IQ median for recidivists was also slightly higher than other groups surveyed. More in depth analysis revealed that 57.5 percent of this group had IQ scores of 100 or above. This phenomenon is perhaps explained to some degree when viewing the race/ethnic composition of those reincarcerated. White subjects at the time data collection ended comprised recidivists percentages greater than their proportion in the original (250) sample. The original sample contained race/ethnic representations of 52.0 percent White, 39.6 percent Black, and 8.4 percent Chicano. Thus, with reference to IQ, White subjects tended to have higher scores.

Employment Summary on Recidivists

Employment data collected on recidivists were collected to produce an overall description of their post-release situation. These data in summary form follow:

TABLE 24

Description of Recidivists by Demographic Variables

Demographic Variables	Recidivist (Combined Groups)	
	Number	Percent
Total	40	100.0
Sex		
Male	39	97.5
Female	1	2.5
Race/Ethnicity		
Black	14	35.0
Chicano	2	5.0
White	24	60.0
Age		
21-25	19	47.5
26-30	7	17.5
31-35	7	17.5
36-40	1	2.5
41-45	2	5.0
46-50	4	10.0
51-above	0	0.0
Mean	29.0	
Median	26.2	
Intelligence Quotient	Low	High
	73	124
Mean	102.4	
s.d.	13.2	
*Marital Status	24	100.0
Single	10	41.6
Married	9	37.5
Divorced	5	20.9
Method of Release		
Parole	27	67.5
Discharge	13	32.5

*Marital status was determined on those interviewed (24) as current data on the remainder were unavailable.

1. With regard as to whether they had jobs waiting at release, 10 (41.6 percent) in the recidivists group replied "yes," 9 (35.5 percent) said "no," and 5 (20.8 percent) reportedly had a "paper job" to fulfill parole requirements, though not reporting to this job.
2. Recidivists reported an average 2.4 weeks elapsing before obtaining their first post-release job.
3. Like many of their counterparts still in the community, this group relied heavily on family assistance (41.6 percent) in obtaining initial post-release employment. Other responses for assistance in first job acquisition were; TEC 16.6 percent, former employer 14.2 percent, friend 4.2 percent, and other 12.5 percent. These findings resemble those produced from interviews conducted in the community.
4. Members of this group reported having worked on their first post-release job for a mean average of 14.7 weeks and earned a mean of $114.12 weekly. Of those employed just prior to reincarceration, their reported earnings produced a mean of $135.25 weekly. This mean earning was similar to that ($126.00) of Control group members.
5. Of the 24 subjects interviewed, 16 (66.7 percent) were reportedly employed at the time of arrest resulting in their current incarceration, while

8 (33.3 percent) reported having been unemployed at time of arrest.

6. Eighty-seven percent of this group reportedly quit their first job as opposed to being fired or laid off. The reasons given for ending these jobs were varied. A major reason, however, included arrest resulting in existing incarceration. Thirty-seven percent of this group reportedly left their first job because a better job awaited them.
7. Examination of those trained in vocational courses (13) while in TDC revealed that 5 did not attempt to obtain training related jobs. Three had worked in their trade area, and 3 reportedly sought training jobs but were told openings did not exist. Two in this group reported that prospective employers refused them because of lack of experiences in trade areas.

Recidivists and EDS Measurement

In an effort to determine the degree to which subjects now incarcerated had been affected by environmental deprivation, the EDS was administered requesting subjects to recall their environmental situation prior to their current incarceration. The mean EDS score (8.33) for the recidivists group was higher than the mean score for other groups surveyed. Most noticeably members of this group were deprived in occupational and interpersonal areas. This resulted in

deprived scores on items describing job status, job participation, and their relationship with friends, relatives, parents, etc. The circumstances surrounding employment difficulties perhaps aggravate problems in these areas. Over 25 percent of members in this group had EDS scores of 11 and above. Additionally nearly 55 percent were scored in the mid one-third (6-10) level of EDS distributions depicting borderline community adjustment.

The overall description of recidivists' environmental situations did not depict drastic differences from other groups in certain areas. Yet closer scrutiny revealed job dissatisfaction and problems reported in interpersonal areas. Thus it appears that when combining recidivists across groups multiple factors are to be examined to produce reasons promoting reincarceration.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This evaluation of the vocationally-related treatment-adjunct programs of the Texas Department of Corrections was intended to provide data on which correctional officials, educational administrators, and legislators of the state of Texas could make informed and enlightened decisions as to the future needs and directions of these programs. We believe this objective was accomplished. In the course of the study it became obvious that much good can be said about the vocational training programs as they now function; and most of the courses offered are effective in preparing the inmate to return to free society. However, also detected were some areas of weakness, and accordingly some recommendations are offered to make a good program even better. The findings, conclusions, and recommendations are as follows:

1. Finding: Ex-offenders have a much higher unemployment rate than the general population.

Conclusion: In order to make them more employable, offenders need vocational training perhaps more than any other identifiable group.

2. Finding: Post-release employment of ex-offenders was related to recidivism.

Conclusion: Vocational training as part of a correctional treatment program seems to be a major factor in

reducing recidivism.

3. Finding: Vocational training was related to employment status.

Conclusion: A vocationally-trained ex-offender is more likely to obtain and hold employment than one who does not acquire a trade.

4. Finding: Race/ethnic group membership was highly related to unemployment status.

Conclusion: It appears that exclusion of minority group members from jobs because of racial/cultural discrimination is an aggravated problem for ex-offenders.

5. Finding: The vocationally-trained inmates attained lower mean Environmental Deprivation Scale scores than the control group.

Conclusion: Satisfactory employment provides substantial positive reinforcement to the support an individual receives from his environment.

6. Finding; Existing employment services were ineffective in helping ex-offenders find jobs.

Conclusion: The stigma associated with a prison record frequently closes these channels of employment to an ex-offender.

7. Finding: Persons trained in Radio-TV repair, Floriculture, and Upholstery were less likely to be employed in training-related skills than those trained in other trades.

Conclusion: The courses offered in these trades should be evaluated to determine their relevance to the

existing job market.

8. Finding: The subjects suggested that training in truck driving, diesel mechanics, heavy equipment repair, and computer programming and repair be added to the curriculum.

Conclusion: The subjects perceive these skills to be high-utility and financially rewarding vocations.

Recommendations

1. Of the total population from which the study subjects were selected, approximately 60% were members of minority groups, 80% had less than a 9th grade education, and only 30% held jobs in the professional, managerial, clerical, or skilled occupational groups. However, from this total of 6,693, only 743 (11.1%) received formal vocational training or on-the-job training through an established vocational program. It is suggested that greater consideration be given to each inmate's educational and vocational needs at the time of diagnostic and classification actions. Each individual's treatment program should be designed to correct academic and vocational disabilities, and this consideration should rank second only to institutional security in determining an inmate's unit of assignment. Concurrently, it is recommended that the vocational training programs be expanded in scope and diversity to meet the needs of the inmate population.

2. This study documented a need for placing the released offender in a job related to his training. The ineffectiveness of existing job placement services was clearly demonstrated.

The subjects relied primarily upon themselves, family, and friends to secure jobs - resulting in very high levels of unemployment. It is recommended that meaningful job placement be provided for vocationally trained inmates, to complete this phase of the treatment process. Placement officers, job counselors, and prospective employers could interview the trainee in pre-release to determine his placement needs. Placement services could be established in the major metropolitan areas to assess the needs of employers there, and assist inmates who lose their initial jobs in finding replacement employment. This assistance should be continued until the ex-offender secures suitable employment. This kind of continuing communication with them could contribute to the success of those who become easily discouraged over trivial matters and may react in an impulsive or irrational manner.

3. There is a need for continual evaluation of the vocational training programs offered to inmates. At minimum the courses must prepare the person for trades that are in demand in the free world. This study produced indications that the training in such skills as upholstery, farm equipment repair, and small engine repair was not being utilized. The content of these courses should be examined to insure their applicability to the needs of the job market; and if necessary, the instruction should be re-directed in ways that will complement the skills required by employers.

The curriculum could also be enriched by adding new courses. Specific suggestions of training in truck driving,

diesel mechanics, heavy equipment repair, and computer operation and repair have been noted. It is recommended that a feasability study be conducted to determine whether these proposed additions are warranted.

4. One final recommendation in this area is important. The study revealed that inmate students need instruction in areas related to employment. Occupational group counseling, simulation exercises, role-playing and inter-personal development training is required in order to give the inmate some realistic experiences in work-related situations he may be expected to encounter. Also, a number of the subjects demonstrated a lack of functional knowledge of how to relate income to expenditures. The vocational curriculum should include instruction in practical economics and money management exercises.

This study has reviewed once again many of the well-known and previously established problems confronting ex-offenders following release, especially in the area of employment. Clearly, employment is an important factor in successful reintegration of the offender into society. Like prior studies, these findings show that the employment variable is a major element in the vital concern of recidivism. Also replicated were the well-documented facts that employment is highly related to the variables of race/ethnicity, age, education, and the state of the economy. This study has shown once again that it is the young, educationally-deprived minority group member who has the most difficult time securing and maintaining stable employment in today's recessed economy. When the ex-

offender status is added to these variables, the employment problem becomes even more acute.

The state of Texas is aware of this situation, and a good start has been made in providing vocational training for inmates. What is needed now is to improve existing courses as needed, and expand the program to meet the needs of the prison population. The recommendations proposed by this study are directed to this end. Ideally, every inmate who needs a skill should be able to acquire one. This should be the ultimate goal of the vocational training program.

Finally, there is a need for continuing evaluation of the effectiveness of these programs. It was for this purpose that this study was accomplished, and it was intended to provide the data necessary to establish contemporary program accountability. As the demands for vocational training change in the future, similar evaluations will be required to stay abreast of the changes. Thus, future studies of this type are recommended in order for Texas to meet the future vocational training needs of its offender population.

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APPENDICES

APPENDIX A

GENERAL FOLLOW-UP STUDY

POST-RELEASE INTERVIEW SCHEDULE

BASIC INFORMATION

*1. TDC Number_____ *2. Date of Release_____

*a. Date of Interview_____ *b. Location_____

*c. Interviewer_____ *d. Interviewee_____
(Last) (First) (MI)

e. SSN_____ *f. Sex_____ *g. Race_____

*h. Program_____ *i. Date of Birth_____

*j. Method of Release U-Discharge K-Parole

k. TOTAL EDS SCORE_____ 3. Interviewee's Training Area

[Letter precedes description of training] H-Windham

C-Post Secondary F-Work Furlough K-Control Group Member

*Items to be completed prior to interview

INTERVIEW GUIDE

NOTE: Score EDS after the interview is complete.

A. _____EMPLOYMENT SCORE

1. Are you currently employed?

____a. Yes (proceed to question 2).

____b. No (if unemployed, score EMPLOYMENT, JOB PARTICIPATION and JOB STATUS as deprived (1) and proceed to question 8).

Remarks:_____

_____

2. What kind of work do you do?

_____a. Kind of work and job title

[APPLICABLE TO WINDHAM AND POST-SECONDARY VOCATIONAL.]

Interviewer decide: ___a. Training related

___b. Not training related ___c. N/A

Remarks:_____

_____

3. Do you work full-time or part-time?

___a. Full-time ___b. Part-time ___c. Unemployed

Remarks:_____

_____

4. How many hours do you work per week?

___a. Number of hours [If less than 20 hours, score EMPLOYMENT as deprived (1) and proceed to question 5.]

Remarks:_____

_____

5. Does your employer know about your TDC record?

___a. Yes [Probe for source of disclosure]

___b. No [Probe for reasons not disclosed]

___c. I don't know

___d. Unemployed

Remarks:_____

_____

6. How many weeks have you worked on your present job?

_____a. Number of weeks

Remarks: _____

_____

7. Did you receive or are you receiving any type of on-the-job training?

___a. Yes ___b. No ___c. Unemployed

Remarks: _____

_____

[IF EMPLOYED, GO TO QUESTION 9.]

8. How many days have you been out of work?

_____a. Number of days

Remarks: _____

_____

9. How many jobs have you had since you were released from TDC?

_____a. Number of jobs

Remarks: _____

_____

10. How many of these jobs were related to your vocational training received in TDC? [Applicable to Windham and Post-secondary vocaticnal graduates.]

_____a. Number of related jobs _____b. N/A

Remarks: _____

_____

11. Did you have a job waiting for you upon release from TDC?

___a. Yes [Go to 13.] ___b. No [Go to 12.]

___c. No show (parole job) [Go to 12.]

12. How many weeks was it before you got your first job after release from TDC?

_____a. Number of weeks

Remarks:_____

_____

13. Who helped you acquire your first job after release from TDC?

___a. TEC ___b. Family ___c. Windham JPO

___d. Friend ___e. Self ___f. Former Employer

___g. TDC Comm. Ser. ___h. Other ___i. Never worked

Remarks:_____

_____

14. How many weeks did you work on your first job after release?

_____a. Number of weeks

Remarks:_____

_____

15. How did you terminate your first job after release?

___a. Fired ___b. Quit ___c. Laid off

___d. Still on job ___e. Never worked

16. Why was your first post-release job terminated?

___a. Still on job ___b. Low pay ___c. Had better job arranged ___d. Job too hard ___e. Offended ___f. No more need for services ___g. Alleged carelessness ___h. Alleged incompetence ___i. Absenteeism ___j. Other

Remarks: _____

_____

[QUESTIONS 17 AND 18 APPLICABLE TO WINDHAM AND POST-SECONDARY. IF EMPLOYED IN TRAINING RELATED JOB, PROCEED TO QUESTION 23.]

17. What is your reason for <u>not</u> working in the vocational field for which you were trained while in TDC? [Probe for negative association of training with prison environment.]

___a. Did not like that field

___b. Employers won't hire me in that field

___c. Not enough work available in that field

___d. Not enough money in that field

___e. Not enough status or prestige in that field

___f. Cannot get the job because I am an ex-inmate

___g. Work is easier doing something else

___h. Did not learn enough from training

___i. Need refresher/been too long

___j. No money for tools and equipment

___k. Working in field

___l. Other

___m. N/A

Remarks:_____

_____

18. If you did apply for a job in the area for which you were trained while in TDC but could not get the job, what reason was given to you by the prospective employer?

___a. No openings

___b. Too young

___c. Too old

___d. Not adequately trained

___e. Not enough academic education

___f. Flat refusal because of prison record

___g. Did not try for training related job

___h. Not enough experience

___i. Applied, no response

___j. Need tools

___k. Working in field

___l. Other

___m. N/A

Remarks:_____

_____

[QUESTIONS 19-22 APPLICABLE TO WORK FURLOUGH PARTICIPANTS.]

19. What type of work were you performing while you were a Work Furlough participant in TDC?

Job Title_____

Company/Business_____

Job Duties_____

___a. Skilled ___d. N/A

___b. Semi-skilled ___e. Other

___c. Laborer

Remarks:_____

_____

20. Have you sought this type of work since your release from TDC?

___a. Yes ___b. No ___c. N/A

Remarks:_____

_____

21. Are you employed in that kind of work?

___a. Yes ___b. No ___c. N/A

Remarks:_____

_____

22. What is the reason you are not employed in the kind of work that you did as a Work Furlough participant while in TDC?

___a. Employers won't hire me in that field

___b. No work available in that field

___c. That kind of work does not pay well

___d. That kind of work is too hard

___e. Refusal because of prison record

___f. Did not try to find that kind of work

___g. Didn't like that kind of work

___h. Working in field

___i. Other

___j. N/A

Remarks:_____

_____

B. _____INCOME SCORE

23. What is your present weekly income?

_____Gross dollars per week [If less than $90.00, score INCOME as deprived (1).]

Remarks:_____

_____

24. From what sources do you receive financial assistance to help boost your income?

___a. Parents

___b. Wife/Husband

___c. Friends

___d. Savings

___e. Welfare

___f. Job Only

___g. Distant Relatives

___h. Other

___i. No Source

Remarks:_____

_____

25. Are you able to save money?

___a. Yes ___b. No

Remarks:_____

_____

26. Have you established a checking account in a bank?

___a. Yes ___b. No

Remarks: _____

_____

27. How much cash did you have at release from your last TDC sentence?

_____Dollars at release

Remarks: _____

_____

28. What was your starting salary on your first job after release?

_____Dollars per week

Remarks: _____

_____

C. _____DEBTS SCORE

29. How many dependents do you support?

_____Number of dependents (other than self).

Remarks: _____

_____

30. Are you able to get credit when you need it?

___a. Yes ___b. No ___c. Hasn't tried

Remarks: _____

_____

31. Do you have any debts which you are financially unable to pay?

___a. Yes [Score DEBTS as deprived (1) and proceed to question 32.]

___b. No [Probe for information concerning complaints about any indebtedness.]

Remarks: _____

_____

32. How much money do you spend each week on the average for your:

_____a. Rent? (dollars/weekly)

_____b. Food? (dollars/weekly)

_____c. Clothing? (dollars/weekly)

_____d. Savings? (dollars/weekly)

_____e. Entertainment? (dollars/weekly)

_____f. Other? (dollars/weekly)

*Interviewer, note in remarks section whether interviewee is employed.

Remarks: _____

_____

[IF UNEMPLOYED, SCORE JOB PARTICIPATION AS DEPRIVED (1), AND PROCEED TO QUESTION 37.]

D. _____JOB PARTICIPATION SCORE

33. Do you like your present job?

___a. Yes ___b. No [Score JOB PARTICIPATION as deprived (1) and proceed to question 35.]

___c. Unemployed

Remarks: _____

_____

[IF INTERVIEWEE LIKES HIS JOB, PROCEED TO QUESTION 36.]

34. Does your job mean more to you than just a means of earning a living?

___a. Yes [Proceed to question 36.]

___b. No [Score JOB PARTICIPATION as deprived (1) and proceed to question 36.]

___c. Unemployed

Remarks:_____

_____

35. What is the major reason you do not like your job?

___a. Pay ___b. Boss ___c. Fellow Workers

___d. Work is tiring ___e. Too far away ___f. Boring

___g. Job Insecurity ___h. Lack of opportunities

___i. Other ___j. N/A

Remarks:_____

_____

[IF INTERVIEWEE DOES NOT LIKE HIS JOB, PROCEED TO QUESTION 37.]

36. What is the major reason you like your job?

___a. Pay ___b. Boss ___c. Fellow workers

___d. Work is not tiring ___e. Convenient location

___f. It's interesting ___g. Job Security

___h. Advancement opportunities ___i. Other ___j. N/A

Remarks:_____

_____

37. What kind of work (for which you are qualified) would you prefer to do?

___a. Menial or part-time unskilled labor (dish-washing, farm labor)

___b. Unskilled labor (i.e., construction, steady farming, factory line)

___c. Skilled labor (carpenter, machinist, butcher)

___d. White-collar, higher income ($750-above, managerial duties)

___e. White-collar, low to medium income ($500-$750 a month)

___f. Semi-professional (hospital technician, real estate businessman)

___g. Other

Remarks: _____

_____

[IF UNEMPLOYED, SCORE JOB STATUS AS DEPRIVED (1), AND PROCEED TO QUESTION 39.]

E. _____JOB STATUS

38. If your boss had a special job to do, would he more frequently give the job to another worker instead of you?

___a. Yes [Score JOB STATUS as deprived (1), and proceed to question 39.]

___b. No [Probe for feeling of importance in interviewee's job.]

Remarks: _____

_____

F. _____HOBBIES AND AVOCATIONS

39. Do you participate in any leisure time activities or hobbies on a regular basis which are not related to church, your job or other organizations?

___a. Yes [Probe for type of activities.]

___b. No [Score HOBBIES AND AVOCATIONS as deprived (1).]

Remarks:_____

_____

G. _____EDUCATION

40. Are you currently enrolled in college?

___a. Yes ___b. No

Remarks:_____

_____

41. Are you currently enrolled in a vocational-technical school?

___a. Yes ___b. No

Remarks:_____

_____

42. What is the highest grade of schooling you have achieved?

_____a. Grade [If less than 10th grade education, score EDUCATION as deprived (1).]

_____b. GED while in TDC

_____c. GED in the free-world

Remarks:_____

_____

H. _____RESIDENCE

43. How would you compare your place of residence to that of your friends?

a. Probe for sense of pride in home, yard, neighborhood.

[If interviewee feels he lives in an underprivileged area, score RESIDENCE as deprived (1).]

Remarks: _____

_____

44. Do you belong to any clubs, church groups, or other organizations in which you actively participate?

___a. Yes [Probe for type of group and extent of activity.]

___b. No [Score OTHER ORGANIZATIONS as deprived (1).]

Remarks: _____

_____

J. _____CHURCH SCORE

45. How often do you attend church?

_____Church attendance

Remarks: _____

_____

INTERVIEWER NOTE: On the following interpersonal items, consider whether the relationships support socially approved behavior. Frequency of contact and type of activities engaged in are important in scoring these items.

K. _____FRIENDS

46. Do you have close friends outside of your family whom you would describe as being concerned about your well-being?

___a. Yes [Probe for extent and direction of relationship.]

___b. No [Score FRIENDS as deprived (1).]

Remarks:_____

_____

L. _____RELATIVES

47. How would you describe your relationship with your relatives, other than your immediate family?

a. Probe for strength and direction of relationship.

[If strong negative relationship is detected, score RELATIVES as deprived (1).]

Remarks:_____

_____

M. _____PARENTS

48. How many of your parents are still living?

___a. None [Score PARENTS as deprived (1).]

___b. One or more [Probe for behavioral indicators of affection or concern on the part of the parents; if no concern is specified, score PARENTS as deprived (1).]

Remarks:_____

_____

N. _____WIFE OR EQUIVALENT

49. Are you married?

___a. Yes [Proceed to question 50.]

___b. No [Proceed to question 51.]

Remarks: _____

_____

50. How would you describe your wife's behavior toward you?

a. Probe for behaviors of affection to determine whether the relationship is supportive. [If it is not supportive, score WIFE/OR EQUIVALENT as deprived (1).]

Remarks: _____

_____

[IF MARRIED, PROCEED TO QUESTION 52.]

51. Do you have a female friend with whom you can talk over your problems?

___a. Yes [Probe for specific behavior.]

___b. No [Score WIFE/OR EQUIVALENT as deprived (1).]

Remarks: _____

_____

O. _____CHILDREN

52. Do you have any children?

___a. Yes [Proceed to question 53.]

___b. No [Score CHILDREN as deprived (1) and proceed to question 54.]

Remarks: _____

_____

53. How would you describe your relationship with your children?

[Probe for specific behaviors of the children toward the interviewee. If behavior is lacking in physical affection, score CHILDREN as deprived (1).]

Remarks: _____

_____

P. _____FEAR

54. What seems to bother you most in your everyday living that causes you anxiety?

[Probe for difficulties in coping with everyday problems. If anxiety is expressed about his job, parole, or ability to cope, etc., score FEAR as deprived (1).]

Remarks: _____

_____

VOCATIONAL PROGRAM EVALUATION

[QUESTIONS 55-63 APPLY TO WINDHAM AND POST-SECONDARY TRAINEES.]

55. What was your original reason for entering the vocational class in which you were enrolled while at TDC?

___a. To better myself by learning a trade

___b. To get out of the fields

___c. To get a transfer to another unit

___d. Other

___e. N/A

Remarks: _____

_____

56. Were you able to get the vocational training in the field you wanted while at TDC?

___a. Yes ___c. Didn't matter

___b. No ___d. N/A

Remarks: _____

_____

57. Were the entrance requirements known and understood by you before becoming a student?

___a. Yes

___b. No

___c. N/A

Remarks: _____

_____

58. After taking your vocational course, did you want to go into that trade?

___a. It made me want to work in that trade

___b. It made me think about working in that trade

___c. It made me want to work in the trade only as a last resort

___d. It made me not want to work in the trade

___e. N/A

___f. Other

Remarks: _____

_____

59. Do you believe that your vocational instructor did a good job of teaching?

___a. Always ___b. Often ___c. Seldom

___d. Never ___e. N/A

Remarks: _____

_____

60. By your definition of an instructor, rate your vocational instructor:

___a. Excellent ___b. Good ___c. Fair

___d. Poor ___e. N/A

Remarks: _____

_____

61. Do you believe that the Correctional Officers respected you more, or less, after you enrolled in a vocational class while at TDC?

___a. More

___b. No change

___c. Less

___d. N/A

Remarks: _____

_____

62. Do you believe you have any advantage over the ex-inmate who did not graduate from a vocational school while at TDC?

___a. More advantage ___b. Some advantage

___c. No advantage ___d. Less advantage ___e. N/A

Remarks: _____

_____

63. Do you have any suggestions that might improve the Windham/ Post-Secondary vocational training programs? [Probe for specific recommendations drawn from the interviewee's experiences.]

Remarks: _____

_____

[QUESTIONS 64-68 APPLY TO WORK FURLOUGH PARTICIPANTS.]

64. Why did you enter the Work Furlough program?

___a. To earn money for my family

___b. To get out of the fields

___c. To get a transfer to another unit

___d. Other

___e. N/A

Remarks: _____

_____

65. How did you like your Work Furlough job?

___a. Enjoyed it very much

___b. It was all right

___c. It was better than a prison job

___d. It was too hard

___e. It was boring

___f. I hated it

___g. Other

___h. N/A

Remarks: _____

_____

66. Did you feel that, because you were an inmate, you were treated differently from free world employees by your supervisor?

___a. I was treated the same as free-world employees

___b. I was treated better than free-world employees

___c. I was treated worse than free-world employees

___d. Other

___e. N/A

Remarks: _____

_____

67. As preparation for returning to the free world, do you believe that Work Furlough participants have an advantage over inmates who do not take part in the program?

___a. More advantage ___b. Some advantage

___c. No advantage ___d. Less advantage

___e. N/A ___f. Other

Remarks: _____

_____

68. What suggestions could you offer to improve the Work Furlough program? [Probe for specific recommendations in light of interviewee's experiences.]

Remarks: _____

_____

[QUESTIONS 69-73 APPLY TO CONTROL GROUP.]

69. Did you ever apply for any vocational training while in TDC?

___a. Yes ___b. No

___c. Other ___d. N/A

Remarks: _____

_____

70. Do you believe that an inmate who receives vocational training has an advantage over those who do not?

___a. More advantage ___b. Some advantage

___c. No advantage ___d. Less advantage

___e. N/A ___f. Other

Remarks: _____

_____

71. Do you believe vocational program participants are treated differently by Correctional Officers from non-participants?

___a. Vocational trainees were treated better

___b. Vocational trainees were treated worse

___c. There was no difference shown in our treatment

___d. Other

___e. N/A

Remarks: _____

_____

72. Of the vocational training courses available at your unit, which one would you have preferred?

Remarks: _____

_____

73. What suggestions do you have that might improve vocational training programs in TDC?

Remarks: _____

_____

74. [ALL] Based on your employment experiences since release, what specific trades or vocations would you add to or subtract from the TDC vocational training programs?

+ Indicates trades or vocations Interviewee would like to see in TDC.

- Indicates trades or vocations Interviewee feels offer little or no help to ex-inmates' employment potential.

REMARKS

APPENDIX B

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
ASSISTANT DIRECTOR
IN CHARGE OF TREATMENT

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L. H. True
Member
Wimberly, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, TX 77001

Dear Mr. Doe:

The Windham School District is currently evaluating the vocational training programs offered to inmates in the Texas Department of Corrections, and we need your cooperation. We believe that the best judge of a program's worth is the person who has experienced it. You participated in the Windham welding program, and we would like to know your opinion of the training you received. If possible we would like to conduct a personal interview with you at your earliest convenience to gain this information. As we recognize that your time is valuable, we are prepared to pay you $10.00 for the 45 minutes (approximately) that the interview will take. Be assured that your comments will be held in the strictest of confidence, and our sole purpose is the improvement of our vocational training programs.

Please fill out the enclosed information sheet and return it in the postage-paid envelope. When we receive it, we will contact you to schedule an interview at a time and place that is agreeable to you. Again, we emphasize that your help in this matter will enable us to improve the programs designed to help persons prepare for a successful return to the "free world."

Sincerely,

Vocational Field Representative
Windham School District

APPENDIX C

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
ASSISTANT DIRECTOR
IN CHARGE OF TREATMENT

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San Antonio, Texas

L. H. True
Member
Wimberly, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, TX 77001

Dear Mr. Doe:

The Windham School District is currently evaluating the vocationally-related programs offered to inmates in the Texas Department of Corrections, and we need your cooperation. We believe that the best judge of a program's worth is the person who experienced it. You participated in the Work Furlough program, and we would like to know your opinion of it. If possible we would like to conduct a personal interview with you at your earliest convenience to gain this information. As we recognize that your time is valuable, we are prepared to pay you $10.00 for the 45 minutes (approximately) that the interview will take. Be assured that your comments will be held in the strictest of confidence, and our sole purpose is the improvement of our vocational programs.

Please fill out the enclosed information sheet and return it in the postage-paid envelope. When we receive it, we will contact you to schedule an interview at a time and place that is agreeable to you. Again, we emphasize that your help in this matter will enable us to improve the programs designed to help persons prepare for a successful return to the "free world."

Sincerely,

Vocational Field Representative
Windham School District

APPENDIX D

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director

Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
ASSISTANT DIRECTOR
IN CHARGE OF TREATMENT

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L. H. True
Member
Wimberley, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, Texas 77001

Dear Mr. Doe:

The Windham School District is currently evaluating the vocational training opportunities available to inmates in the Texas Department of Corrections, and we need your cooperation. While we realize that you did not receive any such training, it is most important that we obtain the opinions of a cross-section of former inmates in order to determine the future directions of these programs. If possible we would like to conduct a personal interview with you at your earliest convenience to discuss your views of this subject. Because we know your time is valuable, we are prepared to pay you $10.00 for the 45 minutes (approximately) that the interview will take. Be assured that your comments will be held in the strictest of confidence, and our sole purpose is the improvement of our vocational training programs.

Please fill out the enclosed information sheet and return it in the postage-paid envelope. When we receive it, we will contact you to schedule an interview at a time and place that is agreeable to you. Again, we emphasize that your help in this matter will enable us to improve the programs designed to assist persons in preparing for a successful return to the "free world."

Sincerely,

Vocational Field Representative
Windham School District

APPENDIX E

CONTACT RESPONSE INFORMATION SHEET

(Please fill out this form and return in the enclosed envelope)

(a) Name _____ _____ _____
(Last) (First) (MI)

(b) Permanent Mailing Address _____
(Street)

_____ _____
(City) (State)

Telephone Number _____ _____
(Zip Code)

(c) Status: PAROLE DISCHARGE (Circle One)

If you are in Parole status, please complete items (d) and (e) below.

(d) Name of your parole officer:

_____
(First) (Last)

(e) Address of your parole officer:

_____
(City) (State)

_____
(Zip Code)

APPENDIX F

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
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Member
San Antonio, Texas

L. H. True
Member
Wimberley, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, Texas 77001

Dear Mr. Doe:

Recently you were sent a letter explaining our plans for evaluating the vocational programs offered at the Texas Department of Corrections.

We would like very much to see you and talk to you about your work experiences and your adjustment to the"free world." We are even offering to pay you for your time.

Would you please allow us an hour to discuss this subject? As we stated earlier: THIS IS NO HASSLE - JUST A CONFIDENTIAL RAP SESSION.

Please take a few minutes and fill out the form and return it to us so that we can set up an interview time and place.

Sincerely,

Vocational Field Representative
Windham School District

APPENDIX G

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
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Member
San Antonio, Texas

L. H. True
Member
Wimberley, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, Texas 77001

Dear Mr. Doe:

Thank you again for your interest and willingness to help us evaluate the vocational programs at the Texas Department of Corrections.

This letter is to inform you that I will be conducting interviews in Houston all day Saturday, December 7th. I will be staying at the Ramada Inn, 3815 Gulf Freeway at the Cullen exit. The telephone number there is 224-5971. Call me there to set up an interview time.

Your coming in for an interview is very important to the evaluation of our vocational programs, so please let me hear from you. Thank you again for your cooperation, and I will be expecting to hear from you.

Sincerely,

Vocational Field Representative
Windham School District

APPENDIX H

TEXAS
DEPARTMENT OF CORRECTIONS

W. J. Estelle, Jr.
Director
Huntsville, Texas 77340

DON E. KIRKPATRICK, Ph. D.
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San Antonio, Texas

L. H. True
Member
Wimberley, Texas

Joe V. LaMantia, Jr.
Member
McAllen, Texas

Mr. John Doe
123 Any Street
Anywhere, Texas 77001

Dear Mr. Doe:

We have yet to conduct an interview with you regarding the evaluation of vocational programs at TDC. You filled out and returned to us the form that we sent to you and we took this to mean that you were willing to be interviewed, but you have not contacted us when we have been in Houston.

We would appreciate it if you would call us COLLECT at this number (123-4567 or 123-7654) to tell us that you will cooperate with us or that you now desire not to be interviewed. When you call this number ask for Mr. or Mr. ,then we can set up an interview with you on any date or at any time you wish, to include the evenings when you get off work.

Please let us hear from you one way or another.

Thank you.

Vocational Field Representative
Windham School District

PART TWO

WINDHAM SCHOOL DISTRICT VOCATIONAL FOLLOW-UP

A primary objective of the 1973 Follow-up Project, as reported in the Final Report[1], was the development of a system to perform continuous follow-up on vocational program trainees.

This system was utilized and measured for effectiveness during the period covered by this report in order to further comply with the Texas State Plan for Vocational Education which calls for the maintenance of regular follow-up procedures.[2]

Methodology

In order to provide the most information possible on which to measure the effectiveness of the follow-up system, procedures were devised which could be utilized on a continuous basis throughout the life of the Windham program.

Approximately ninety days following the release of a Windham student, a questionnaire identical to the Post-release Questionnaire used in 1973 was mailed to the subject student meeting the current criteria for follow-up, (e.g. completed course; awarded Certificate of Achievement, did not complete course; but

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[1]Windham School District, Texas Department of Correction Vocational Follow-up Project of the Windham School District in the Texas Department of Corrections. Huntsville, Texas: Windham School District, 1974.

[2]Texas Education Agency. Texas State Plan for Vocational Education. Austin, Texas: Texas Education Agency, 1974, pp 43.

has saleable skill). Aiding demonstrably in the facilitation of this task was the Master Vocational Student Listing (MVSL).

This computerized system supports both an active file of current students and an historical file of all previous students. Through interfacing capabilities with the Texas Department of Corrections' Inmate Tracking System, the MVSL allows easy and accurate detection of student status relative to parole, discharge, re-incarceration on subsequent conviction, or parole revocations.

Definition of Population

The total number of graduates and non-graduates in the current study was 630 as of December 31, 1974, which was the cutoff point for the study. Of this total, 32 were released by bench warrant for return to courts. These subjects were not included in follow-up due to the possibility of their ultimate return to the Texas Department of Corrections. If indeed their appearance in a court hearing resulted in release, they would then be the subject of later follow-up efforts.

Twenty-two of the subjects were re-incarcerated in TDC prior to collection of data, and 52 were determined to be either absconded from parole supervision or in local jails on additional charges, pending trail. Addresses were exhausted on 48 subjects and without extensive investigation could not be located for follow-up.

Response Rate

Questionnaires were returned on 213 of the 476 possible

respondents. This resulted in a 44 percent response rate. Compared to the 1973 response rate of 54 percent of contactable students, it would appear the developed system will produce viable results within anticipated parameters.

Analysis of the Data

Experimental Variables

Certain experimental variables from the 1973 study were selected for analysis. These variables were arranged into five major categories which were: (1) demographic; (2) training; (3) institutional; (4) post-release adjustment; and (5) attitudes toward Windham Vocational program. Table 1 depicts the selected variables chosen.

Representativeness of Sample

As shown by Table 2, the 1974 sample did not differ appreciably from the 1973 sample with regard to the demographic variables.

Again in 1974, as in 1973, one significant difference appears in the training variables, as shown by Table 3. The student who has completed the course and recieved a Certificate of Achievement is more apt to respond to follow-up inquiries. The data indicate an increase in the participation of students in the Reality Adjustment Program, (RAP), as shown in Table 3.

The institutional variables selected for comparison are shown in Table 4. The 1973 project was directed toward making more data available to the Board of Pardons and Paroles relative to the rehabilitative involvement of inmates in a Windham vocational program. Data indicate there to be a slight increase

in students released via parole during 1974 as compared to subjects analyzed in the 1973 project.

Also, as indicated by Table 4, little has been done to utilize Windham vocational trained student/inmates in TDC job assignments after completion of their training.

Post-Release Adjustment

One major factor in any program is its relation to the reality of its goals. Table 5a indicates response to a perceptual question asking for a judgement on the part of the respondent. The student was asked to respond as to whom he felt was responsible for the acquisition of his first job upon release. Several responses were possible, and the 1974 data correlate with 1973. However, there appears to be a slight increase in the "Self Only" category. Comparable rates exist in virtually all other categories.

Responses seem to indicate, as shown in Table 5b, a slight decrease in the student returning to his pre-TDC employment upon release.

Table 5c would tend to indicate a higher rate of unemployment among 1974 releasees than the 1973 study sample. However, there does appear to be a decrease in mobility between jobs, with over 54 percent of the 1974 sample having only one full-time job compared to approximately 31 percent in 1973.

Data would indicate no appreciable change in the utilization of specific training in post-release employment. Table 5d would even indicate an increase in non-training related job participation in 1974.

Table 5e shows little change in the student's perception of why he is not employed in a training related profession.

Data in Table 5f would indicate an appreciable increase in the percentage of students who feel the lack of proper tools hinders their employability.

Data in Table 5g show a marked increase in the disclosure of prison experience to the employer. Responses in the category indicate to some degree the viability of the RAP program, which stresses disclosure and honesty with employers.

Table 5h shows a considerable decrease in current training related employment of Windham program trainees, and an increase in different employment areas from their training. Employment levels appear to remaing fairly constant, however, with over 80 percent of the Windham program trainees who responded having productive, wage-earning jobs.

Education after incarceration again proves a less than desired alternative to the released trainee, as indicated in Table 5i. Experience in the follow-up process indicates the more pressing need rather than further education. Of the acquisition of an income producing job, most respondents have indicated a desire to increase their skill level, but not many actually bring the desire to fruition through formalized education.

Again in 1974 as in the 1973 study, the greater percentages of released inmates return to their county of conviction after release. The data would tend to indicate a slight trend in the opposite direction, but only a longitudinal analysis will reveal the accuracy of this index.

While over 71 percent of the 1974 sample and over 68 percent of the 1973 sample returned to their county of conviction after release, over 67 percent and over 66 percent, respectively would move from their present location for a better job as shown in Table 5k.

Attitudes Toward Windham Training Program

Table 6a indicates a slight shift in reasons for applying for a Windham training class. Comparison between the 1973 and 1974 samples show a significant increase in the category of parole consideration as a prime motivational factor. Analysis of longitudinal data may tend to support the increase as training becomes a greater factor in parole consideration.

Data in Table 6b would indicate no significant change in the 1974 sample as to selection procedures.

However, a direct result of the 1973 project was a re-direction of screening and selection techniques with emphasis on realistic selection methods. Data should reflect this change in future follow-up studies.

Respondents were almost evenly divided in their perceptions of the adequacy of equipment, tools and vocational skills, as reflected by Table 6c.

The 1974 responses differed sharply with those of 1973. No appreciable changes within Windham School District could be ascertained which would have accounted for such disparity in the data.

If further follow-up studies should require these data, there should be a more delineating question used to evoke a response.

It is felt the 1973 sample may have been aided in this respect due to the fact 113 respondents were interviewed face-to-face and the responses could have been biased by interviewer explanation of the question.

Again, in 1974 as in 1973, the vocational instructor proves to be a most valuable asset to the Windham Vocational program. Table 6d, 6e, and 6f all show the student's perception of the relationship existing between he and his instructor to be at the highest level.

An overwhelming majority of students responded in favor of the instructor in the Windham program. Table 6f indicates the value of the vocational instructor to the rehabilitative impact of vocational training.

CONCLUSION AND RECOMMENDATIONS

Maximization of Response

If any data acquired through a follow-up system are to be of a significant value in the areas of administrative decision making or viability of training programs, a concerted effort must be made to increase follow-up participation by released trainees.

During 1974 pre-conditioning for follow-up was a primary program thrust. Integrated within the Reality Adjustment Program through use of brochures and mailouts, and with personal visits to the various classes, the follow-up process was explained and outlined to the trainees in an effort to minimize the

negative response.

However, it would appear pre-conditioning alone is not a realistic enough solution to the negative association the released trainee holds for the penal institution.

Capitalization must be exercised upon the relationship between the student and his instructor. When confronted with the statistical evidence which would tend to indicate the depth of potential the vocational instructor might have to alter post-release behavior, it should merit the consideration for permitting an increase in the freedom of post-release contact between instructor and student.

At the present time, institutional guidelines prohibit any relationship between staff and the released inmate. However, one can only assume at this point there should be some increase in follow-up response if follow-up were conducted by the instructor himself rather than as an ancilliary function of the vocational department.

Recommendation. The on-going follow-up of the vocational students of Windham School District should continue to be conducted through the vocational department with the following change in procedures:

1. Initial contact letters to students will be prepared for individual signature of the vocational instructor, if available.
2. Through the Director of the Texas Department of Corrections, variance to the present rule of "no post release contact" be allowed in the instances of instructors

and trainees within the vocational programs of TDC.

These recommendations would greatly enhance the relationship between student and instructor in areas of further training and employment opportunities with which the instructor may be familiar due to his specific contact and exposure to his skill.

Utilization of Training

As evidenced by the data provided in both the 1973 and the current study, past efforts on the part of the Texas Department of Corrections to utilize vocationally trained Windham students in its production, industrial or maintenance operations have been less than desirable. Remedies to this problem are currently under way with the increased cooperation which exists between the Bureau of Classification, New Construction Division, Business Division (Food Service Department), Industrial Division and the Windham School District vocational department.

Indications are that with the implementation of the Inmate Job Management System utilization of vocationally trained Windham students should be greatly enhanced.

Recommendation. Every effort should be made by all Divisions of the Texas Department of Corrections to utilize vocationally-trained inmates on a first priority basis for filling vacancies in occupations, or related occupations, which correlate with vocational training skill areas.

This would allow a greater amount of desirable "hands-on" experiences prior to release from TDC.

Vocational Training and Recidivism.

Using corresponding methods of measurement both the 1973 follow-up study and the current study showed a significant drop in recidivism for the Windham vocational student as compared to the general TDC population.

It could be concluded, therefore, certain factors within vocational training tend to reduce recidivism. Specific isolations of these variables become extremely difficult when there exists so much disparity in commonality of causation of crime. However, the data contained in this project's findings would indicate more factors than skill training alone exists for the inmate in vocational training.

Not all information received from vocational students can be reduced to data for statistical study. Where comments were evoked as responses to questions, they ranged from "none", to complete evaluative recommendations for program change.

A large majority of students place a positive value on the Reality Adjustment Program. This 18 week program attempts to bring for the students' use the cognitive(knowledge) and affective(feeling) aspects of employment. Many students responded on the relative merit of program content to post-release success.

Not designed nor intended to be a specific "treatment" program, RAP'S focus is on desired behaviors for Post-Release success. However, experience has shown certain problem areas exist in a total implementation of the Reality Adjustment Program within Windham School District.

Recommendation. Windham School District, in cooperation with the Assistant Direcotr of Treatment, should conduct a staff workshop for TDC unit educational consultants and/or designated unit representatives of TDC units supporting Windham vocational programs to familiarize them with program content, set policy for implementation, and establish program guidelines for the Reality Adjustment Program.

Since a stated goal of the Texas Department of Corrections is the attempt to rehabilitate the public offender, cooperation must exist between everyone responsible for that goal.

TABLE 1

Categories of Experimental Variables

Category	Variables
Demographic	Sex (Male, Female)
	Race/Ethnic Group (Chicano, Black, White)
	Age (Under 20, 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50 and over)
	Intelligence Quotient
	Educational Achievement Level
	Marital Status (Married, Unmarried)
	Highest Grade of Academic Education Completed
Training	Student Status (Graduate, Non-graduate)
	Year Completed (Calender year student left vocational class)
	Training Hours (Total hours of vocational training received)
	Training Location (Unit of TDC where training was received)
	Training Class (Course of vocational education
	Reality Adjustment Program (Participant, Non-participant)
Institutional	Method of Release (Parole, Discharge)
	Post-training TDC Job Assignment (Related to training, Different from Training, Released prior to job assignment)

TABLE 1 -- Continued

Category	Variables
Post-release Adjustment	**Employment Situation**
	Placement Source of First Post-release Job
	Relation of First Post-release Job to Pre-TDC Occupation
	Number of Full-time Jobs Held Since Release
	Number of Training-Related Jobs Held Since Release
	Reason Not Working in Training-Related Job
	Reason Not Hired by Employers in Related Jobs
	Employer Knowledge of Record
	Current Employment of Samples
	Educational Situation
	Currently Enrolled in College
	Currently Enrolled in Vocational-Technical School
	Community and Recreational Situation
	After Release, Returned to County of Conviction
	Consider Moving to Another Town
Attitudes Toward Training Program	Reason Applied for Vocational Training
	Ability to Get into Preferred Course of Training
	Adequacy of Equipment, Tools, and Vocational Skills

TABLE 1 -- Continued

Category	Variables
Attitudes Toward Training Program	Instructor's Treatment of Student
	Overall Rating of Instructor
	Individual Having Most Positive Influence

TABLE 2

Description of 1970-1973 Community Follow-up Sample Compared with 1974 Follow-up Samples by Demographic Variables

Demographic Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	406	100.0	213	100.0
Sex				
Male	370	91.1	188	88.3
Female	36	8.9	25	11.7
Race/Ethnic				
Black	158	38.9	93	43.7
Chicano	50	12.3	27	12.7
Indian	0	0.0	2	0.9
White	198	48.8	91	42.0
Age				
Under 20	1	0.2	5	2.3
20-24	183	45.1	105	49.3
25-29	123	30.3	55	25.8
30-34	41	10.1	30	14.1
35-39	25	6.2	6	2.8
40-44	13	3.2	7	3.3
45-49	12	3.0	2	0.9
50 and over	8	2.0	3	1.4
Median	25.4			
Intelligence Quotient	Low 47	High 148	Low 50	High 121
Mean	95.4		95.4	
S.D.	15.1		14.6	
Educational Achievement	Low 3.2	High 12.0	Low 4.7	High 12.0
Mean	7.4		7.6	
S.D.	19.0		16.4	
Marital Status	350[a]	100	213	100
Married	149	42.6	37	17.4
Unmarried	201	57.4	176	82.6
Highest Grade Completed	Low 3	High 14	Low 1	High 12
Mean	10.1		9.4	
S.D.	1.8		1.7	
GED in TDC	130	37.1	67	31.5

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 3

Description of 1973 Follow-up Sample
Compared with 1974 Follow-up Sample,
by Training Variables

Training Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	406	100.0	213	100.0
Student Status				
Completed Training, Certified	335	82.5	184	86.4
Incomplete, Has Saleable Skill	71	17.5	29	13.6
Year Completed Training				
1970	25	6.2	0	0.0
1971	73	18.0	10	4.7
1972	165	40.6	21	9.8
1973	143	35.2	82	38.5
1974	0	0.0	100	46.9
	Low	High	Low	High
Training Hours	116	1539	187	1658
Mean	724.8		768.2	
S.D.	195.5		195.4	
Training Campus				
Central	22	5.4	7	3.2
Clemens	11	2.7	20	9.4
Darrington	5	1.2	5	2.3
Eastham	82	20.2	38	17.8
Ellis	13	3.2	8	3.8
Ferguson	164	40.4	72	33.3
Goree	36	8.9	25	11.7
Huntsville	6	1.5	0	0.0
Ramsey	5	1.2	4	1.9
Wynne	62	15.3	34	16.0
Training Class				
Horticulture	0	0.0	3	1.4
Home & Community	0	0.0	4	1.9
Plumbing	0	0.0	1	0.4
Farm Equip. Repair	10	2.5	0	0.0
Floriculture	13	3.2	9	4.2
Voc. Office Educ.	13	3.2	4	1.9
Refrigeration & A.C.	19	4.7	15	7.0

TABLE 3 -- Continued

Training Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	406	100.0	213	100.0
Training Class (Cont.)				
Appliance Repair	8	2.0	9	4.2
Auto Body Repair	30	7.4	17	8.0
Auto Mechanics	19	4.7	13	6.1
Auto Specialization	7	1.7	4	1.9
Building Trades	29	7.1	15	7.0
Masonry	7	1.7	5	2.3
Interior Finishing	10	2.5	3	1.4
Drafting	31	7.6	11	5.2
Electric Trades	18	4.4	7	3.3
Vocational Electronics	13	3.2	5	2.3
Radio & TV Repair	28	6.9	5	2.3
Machine Shop	1	0.2	6	2.8
Sheet Metal	13	3.2	5	2.3
Welding	19	4.7	20	9.4
Barbering	0	0.0	9	4.2
Cosmetology	10	2.5	5	2.3
Commercial Cooking	18	4.4	7	3.3
Meat Cutting	11	2.7	10	4.7
Small Engine Repair	22	5.4	10	4.7
Upholstery Repair	26	6.4	4	1.9
Cabinetmaking	25	6.2	7	3.3
Industrial Co-op	6	1.5	0	0.0
Reality Adjustment Program				
Participant	167	41.1	154	72.3
Non-participant	183	45.1	59	27.7
Unknown	56	13.8	0	0.0

TABLE 4

Description of 1973 Follow-up Sample
Compared with 1974 Follow-up Sample,
by Institutional Variables

Institutional Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	406	100.0	213	100.0
Method of Release				
Parole	269	66.3	162	76.1
Discharge	137	33.7	51	23.9
Post-TDC Job Assignment				
Related to Training	94	23.2	42	19.7
Different	154	37.9	153	71.8
Released	116	28.6	18	8.4
Unknown	42	10.3	0	0.0

TABLE 5a

Placement Source of First Post-release Job

Placement Source	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	456[a]	100.0	235[a]	100.0
Windham	11	2.4	5	2.1
T.E.C.	30	6.6	18	7.7
Family	124	27.2	64	27.2
Friend	67	14.7	35	14.9
Self Only	109	23.9	86	36.6
Former Employer	25	5.5	14	5.9
Other	34	7.5	13	5.5
Unknown	56	12.2	0	0.0

[a]More than 406 and 213 because students could respond with more than one source.

TABLE 5b

Relation of Post-Release Employment vs. Pre-TDC Employment

Relation	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	191[a]	100.0	194[a]	100.0
Related	68	35.6	53	27.3
Different	123	64.4	141	72.7

[a]Less than 202 and 213 because some had never worked since release.

TABLE 5c

Number of Full Time Jobs Held Since Release

Number	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
0	19	5.4	27	12.6
1	108	30.9	116	54.4
2	111	31.7	51	24.0
3	44	12.6	15	7.0
More than 3	68	19.4	4	1.9

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 5d

Number of Training Related Jobs Held Since Release

	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
0	205	58.6	147	69.0
1	99	28.3	54	25.4
2	31	8.9	8	3.7
3	9	2.6	3	1.4
More than 3	6	1.7	1	0.5

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 5e

Reason Given for Non-Employment
in Training Related Field

Reason	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	237[a]	100.0	175[b]	100.0
Did not Like	10	4.2	8	4.6
Tried but Employers Won't Hire	41	17.3	20	11.4
No Related Work in the Vicinity	41	17.3	37	21.1
Not Enough status in Related Field	14	5.9	6	3.4
Prison Record	11	4.6	13	7.4
Other Work is Easier	20	8.4	1	0.6
No Tools	29	12.2	26	14.9
Need Refresher Course	56	23.6	24	13.7
Not enough training	0	0.0	15	8.5
Other Reasons	15	6.3	25	14.3

[a]Less than 406 because data unavailable on 169 respondents.

[b]Less than 213 because some had never worked or had held part-time jobs since release.

TABLE 5f

Reason Given for Not Being Hired
in Training Related Field

Reason	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	237[a]	100.0	175[b]	100.0
No Openings	36	15.2	26	14.8
Age Limits	2	0.8	1	0.5
Not Enough Training	11	4.6	8	4.5
Criminal Record	15	6.3	11	6.2
Not Enough Training	32	13.5	21	12.0
No Response	20	8.4	8	4.6
Need Tools to Get Job	13	5.4	25	14.2
Haven't Tried	83	35.0	61	34.8
Have Worked in Field	25	10.5	14	8.0

[a]Less than 406 because data unavailable on 169 respondents.

[b]Less than 213 because some had never worked or had held part-time jobs since release.

TABLE 5g

Employer Knowledge of Record

Employer Knowledge	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
Yes	186	53.1	132	62.0
No	86	24.6	15	7.0
Don't Know	33	9.4	17	8.0
No Response	45	12.9	49	23.0

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 5h

Current Employment of Samples

Current Employment	1970-1973		1974	
	Number	Percent	Number	Percent
Total	406	100.0	213	100.0
Related Field to Training	134	33.0	38	17.8
Different	181	44.6	125	58.7
Unemployed	91	22.4	50	23.5

TABLE 5i

Post-Release Educational Data

Category	1970-1973		1974	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
In College				
Yes	8	2.3	7	3.3
No	342	97.7	206	96.7
In Voc. Tech.				
Yes	14	4.0	11	5.2
No	336	96.0	202	94.8

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 5j

Return to County of Conviction

Adjustment Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	202[a]	100.0	213	100.0
Yes	139	68.8	152	71.4
No	63	31.2	61	28.6

[a]Less than 406 because data unavailable on 204 respondents.

TABLE 5k

Mobility for Employment

Adjustment Variables	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	202[a]	100.0	213	100.0
Yes	134	66.3	144	67.6
No	68	33.7	69	32.4

[a]Less than 406 because data unavailable on 204 respondents.

TABLE 6a

Reason Given for Initial Application to Training Program

Reason	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	399[a]	100.0	286[b]	100.0
To Learn A Trade	309	77.4	197	68.9
To Get Out of Work	43	10.8	24	8.4
To Get A Transfer	4	1.0	3	1.0
To Parole Earlier	36	9.0	49	17.1
Other Reason	7	1.8	13	4.5

[a]Data available from 350 respondents; subjects could respond with more than one reason.

[b]More than 213 because subjects could respond with more than one reason.

TABLE 6b

Selection for Desired Program

Received Preferred Course of Training	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
Yes	275	78.6	165	77.5
No	75	21.4	48	22.5

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 6c

Adequacy of Equipment, Tools and Vocational Skills

Adequacy	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	113[a]	100.0	213	100.0
Adequate	97	85.8	108	50.7
Inadequate	16	14.2	105	49.3

[a]Less than 406 because data unavailable on 293 respondents.

TABLE 6d

Instructor Treatment of Student

Treatment	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
Straightforward	336	96.0	195	91.5
Unfair	14	4.0	18	8.5

[a]Less than 406 because data unavailable on 56 respondents.

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TABLE 6e

Overall Evaluation of Instructor

	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	350[a]	100.0	213	100.0
Excellent	127	62.9	127	59.6
Good	56	27.7	63	29.6
Fair	16	7.9	16	7.5
Poor	3	1.5	7	3.3

[a]Less than 406 because data unavailable on 56 respondents.

TABLE 6f

Most Influencial Person on Student

Category	1973 Sample		1974 Sample	
	Number	Percent	Number	Percent
Total	326[a]	100.0	347[b]	100.0
Unit Warden	4	1.2	2	0.5
Chaplain	32	9.8	31	8.9
Correctional Officer	35	10.7	22	6.3
Windham Voc. Instructor	109	33.4	145	41.7
Windham Academic Inst.	47	14.4	44	12.6
Psychologist	0	0.0	5	1.4
Family	16	4.9	10	2.9
Other Inmate	47	14.4	47	13.5
No One	36	11.0	41	11.8

[a]Data available from 258 respondents; subjects could respond with one or more categories.

[b]More than 213 because respondents could respond with one or more categories.

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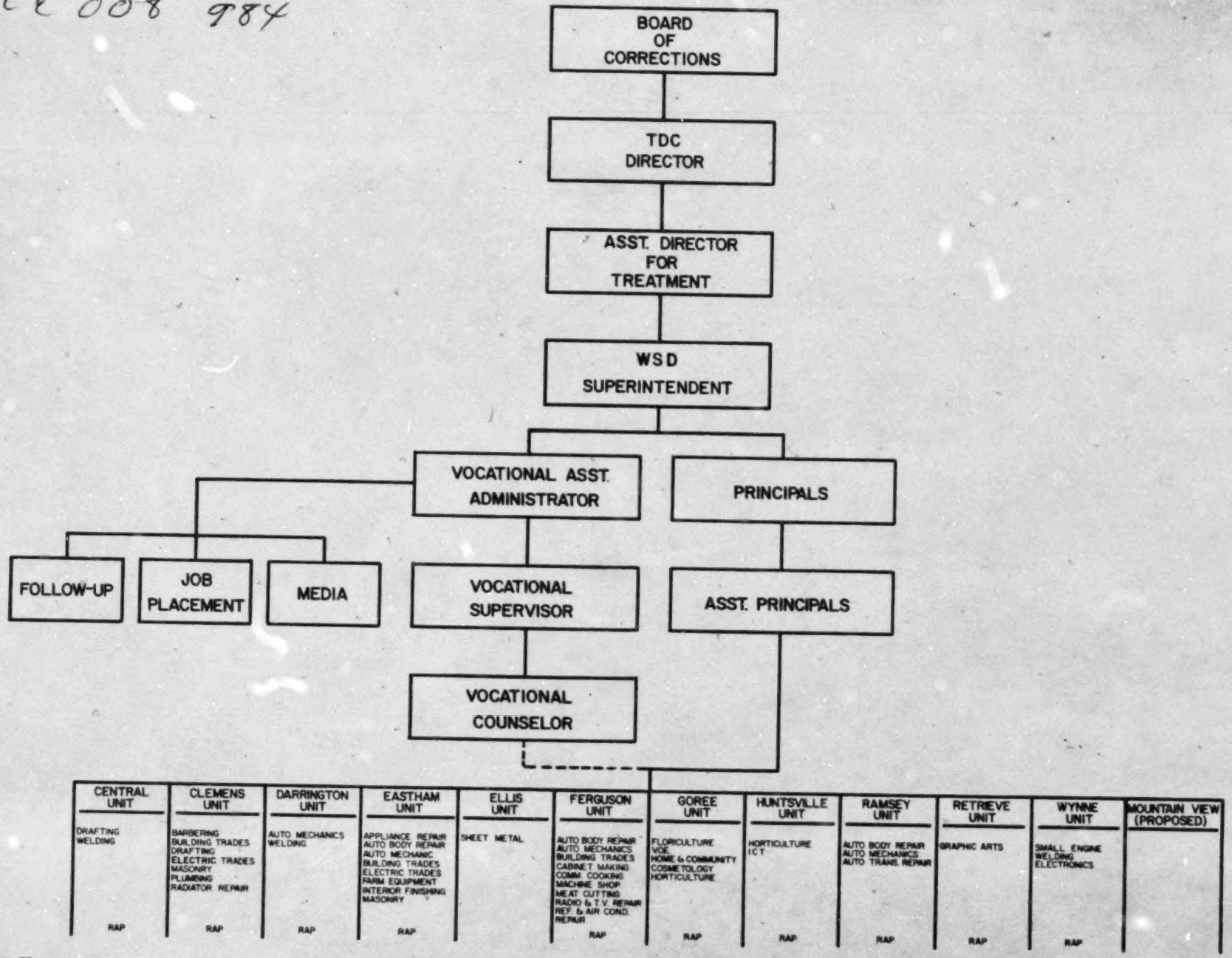
BOARD OF CORRECTIONS
TDC DIRECTOR
ASST. DIRECTOR FOR TREATMENT
WSD SUPERINTENDENT
VOCATIONAL ASST. ADMINISTRATOR
PRINCIPALS
FOLLOW-UP
JOB PLACEMENT
MEDIA
VOCATIONAL SUPERVISOR
ASST. PRINCIPALS
VOCATIONAL COUNSELOR
CENTRAL UNIT
DRAFTING
WELDING
RAP
CLEMENS UNIT
BARBERING
BUILDING TRADES
DRAFTING
ELECTRIC TRADES
MASONRY
PLUMBING
RADIATOR REPAIR
RAP
DARRINGTON UNIT
AUTO MECHANICS
WELDING
RAP
EASTHAM UNIT
APPLIANCE REPAIR
AUTO BODY REPAIR
AUTO MECHANIC
BUILDING TRADES
ELECTRIC TRADES
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RAP
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AUTO MECHANICS
BUILDING TRADES
CABINET MAKING
COMM. COOKING
MACHINE SHOP
MEAT CUTTING
RADIO & T.V. REPAIR
REF. & AIR COND. REPAIR
RAP
GOREE UNIT
FLORICULTURE
VOE
HOME & COMMUNITY
COSMETOLOGY
HORTICULTURE
RAP
HUNTSVILLE UNIT
HORTICULTURE
ICT
RAP
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RAP
RETRIEVE UNIT
GRAPHIC ARTS
RAP
WYNNE UNIT
SMALL ENGINE
WELDING
ELECTRONICS
RAP
MOUNTAIN VIEW (PROPOSED)